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ABSTRACT

Findings and recommendations of a study of Hispanic students in Florida's university system are presented. The Florida State Commission on Hispanic Affairs held public hearings at campuses across the state to provide students, faculty, and administrators the opportunity to express concerns and needs of Hispanic students. In addition to 6 overall findings and 14 recommendations, the situation at specific campuses is covered. For each of the following universities, information is provided on concerns presented to the Commission and recommendations that were offered to correct the current situation: Florida International University, Florida State University, the University of Florida, the University of South Florida, and the Florida State University System. Appendices provide summaries of the Commissions meetings (October, November, December 1984, and January 1985); a Florida International University report on the Intensive English Program; data on the Florida Teacher Certification Examination; information on problems faced by Hispanics at Florida State University Law School; a report on a study of Hispanic and non-Hispanic students' preferences for studying and interacting with professors; and comments by practitioners. (SW)

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The Hispanic Student In Florida's University System

Annual Report
1984

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on Hispanic Affairs*

FLORIDA STATE COMMISSION
ON HISPANIC AFFAIRS
EIGHTH ANNUAL REPORT - 1984

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INTRODUCTION

By an Act of the State's Legislature, during its 1977 session, the Florida State Commission on Hispanic Affairs was created to provide a comprehensive and ongoing study of the needs of Hispanic citizens in the State of Florida.

The Commission is composed of 15 members, appointed by the Governor. They serve terms of 4 years, except those seven initially appointed for terms of 2 years.

The Commission has been authorized to procure information and assistance from the state or any subdivision, municipal corporation, public officer, governmental department or agency thereof, as well as, utilize the talents, expertise, and resources within the state, specifically those of the university system.

The Commission prepares an annual report based on the study and presents it to the Governor, the Speaker of the House and President of the Senate.

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PREFACE

The Florida State Commission on Hispanic Affairs undertook a study of Hispanic students in Florida's university system because education had been an area neglected as far as special needs for Hispanic students. The idea of the study was presented to the Commission by students who had previously attended our meetings. The Commission felt that it would be logical to conduct this study in 1984 since the Governor of our State, Bob Graham, had declared 1984 as the year to improve our educational system under the theme of "Education Means Business."

Due to its geographical location and large Hispanic population, the State of Florida has an extraordinary opportunity to become a major international educational center. The first step in making this a reality is to meet the needs of students of international origin who reside in our state. Florida has not developed its full potential in this field. Out of a total student population of 135,525 only 9,371 are Hispanics. This represents 6.9 percent of the total number of students while the overall Hispanic population for the state is approximately 10 percent. This figure is not nearly as low as the percentage of faculty members of Hispanic origin. The total number of faculty members in our state university system is 5,782, and of this figure only 105 are of Hispanic origin. This represents 1.8 percent of the total number.

Because of its proximity to the Caribbean, Florida has the opportunity of offering an international college program for students from Central America and the Caribbean. The academically qualified students from these countries, especially those of lower and middle classes, should have the opportunity to study in our state.

A great number of students are being educated, at government expense, by eastern block nations and the Soviet Union. These students return to their countries indoctrinated and thankful for their free education. If Florida, and the United States would provide scholarships to these students from the Caribbean, in the long run, it would save Florida and the rest of the nation the trauma of future influxes of political refugees. This assistance would provide mutual political and economic advantages.

METHODOLOGY

The Florida State Commission on Hispanic Affairs undertook a project which consisted of holding public hearings at university campuses across the State. These hearings gave students, faculty and administrators the opportunity to express the special concerns and needs of Hispanic students.

The Commission selected four universities: Florida International, Florida State, The University of Florida and the University of South Florida because of the large concentration of Hispanic students attending these institutions. This selection also represented a general geographic distribution as it encompassed the North, Central and Southern regions of the State.

Prior to each public hearing, the Commission advertised the meetings on the different campuses and contacted faculty and administrative officials to seek their participation. The Commission then met on each campus and listened to reports presented by the various groups.

FINDINGS

As a result of the study conducted by the Commission during 1984, the following are the most relevant findings resulting from this investigation:

- * The University of Florida and Florida State University have a low enrollment of Hispanic students because of limited recruitment efforts at these institutions.
- * Students indicated that they had problems relating to non-Hispanic Faculty and Administrators.
- * Fluency in the English language is a major problem with Hispanic students.
- * Standardized college entrance exams are a major problem to Hispanic students in being admitted.
- * Intensive English courses were non-credit, therefore, the hours were not counted toward graduation, nor could they be used in seeking financial aid.
- * Affirmative Action Plans of the State University System need to include Hispanics as minorities. There is under-utilization of Hispanics in Administrative, Faculty and Career levels.

RECOMMENDATIONS

The Florida State Commission on Hispanic Affairs pursuant to Florida Statute 14.25, recommends to the Governor, the President of the Senate and Speaker of the House of Representatives that:

- * The university system conduct a study of the Intensive English Program at Florida International University to determine its merits for possible application at other institutions.
- * The Department of Education certify instructors in the areas of Bilingual Education and English as a Second Language to ensure qualified instructors for language minority students.
- * Entrance to graduate and professional schools should be measured more by the performance of regular curriculum rather than by the results of standardized tests.
- * Universities grant credits to Intensive English Courses so that students may count these credits for graduation and to apply for financial assistance. This action would also allow funding by the State for these programs.
- * The universities establish an Affirmative Action Plan and an active recruitment program to increase the number of Hispanic Administrators, Faculty and Career employees. In an effort to improve recruitment of Hispanics in these areas, vacancies should be advertised in the Hispanic media.
- * The universities in their hiring practices give preference to Hispanic graduates who may provide assistance to first time Hispanic students.
- * Special orientation programs be established for Hispanic students and that Hispanic Administrators, Faculty and Career employees play a major role in these activities.
- * The universities sponsor activities on Hispanic culture to better acquaint the non-Hispanics with this heritage. This would also provide an opportunity for the Hispanic student to feel more a part of these institutions.

- * The State coordinate a scholarship program to be sponsored by American companies doing business in the Caribbean for needy students from this area. The Commission would be willing to serve as a facilitator in this endeavor.
- * A list of scholarships and financial aid available be forwarded to Hispanic students who apply for admission. This same list should also be sent to the high schools, with his Hispanic populations, for the use of the counselors in assisting these students.
- * More bilingual counselors be employed at the high school level to aid the Hispanic student.
- * The definition for the term "minority" be clarified so that Hispanics be included.
- * House Bill 560, sponsored by State Representative Arnhilda Gonzalez-Quevedo, which provides for the establishment of an office and an advisory board for International/Global Education, be adopted.
- * The 1985 Legislature provide full first year funds for the Board of Regents' Plan for a comprehensive University in Southeast Florida.

CHAPTER I

FLORIDA INTERNATIONAL UNIVERSITY

FLORIDA INTERNATIONAL UNIVERSITY

The Governor's Commission on Hispanic Affairs met in Miami on October 3 and January 30. The Commission set out to gain a greater understanding of the particular needs of Hispanic students at Florida International University (F.I.U.) and to ascertain ways in which specific problems may be corrected.

The following concerns were presented to the Commission:

- * Hispanics are scoring lower proportionately on Standardized examinations, such as SAT, GRE, and Teacher Certification.
- * Intensive English programs are extremely necessary for Hispanic students with a weak English background.
- * The need for assistance to older, professional Hispanics who use English as a second language and are unable to work due to the language barrier.
- * CLAST exam discriminates against minority students due to cultural bias.
- * Intensive English Program at F.I.U. is non-credit and receives no scholarship or financial aid monies.
- * The need of a program to provide scholarships for needy students from Latin America to come to study in the U.S.
- * The need to include bilingual education as a special area in teacher certification.

The following recommendations were suggested to correct the current situation:

- * Provide funds for intensive English courses to help Hispanics gain a better understanding of English, facilitate their ability to test and help in accent reduction.

- * Establish evening intensive English programs for adult professional Hispanics.
- * Create or modify tests given to Hispanic students.
- * Provide some form of State funding for Intensive English Programs.

CHAPTER II

FLORIDA STATE UNIVERSITY

FLORIDA STATE UNIVERSITY

The Governor's Commission on Hispanic Affairs met in Tallahassee on October 24. The Commission met with Hispanic students at Florida State University (FSU) and heard reports from both administrators and students.

The following concerns were addressed:

- * The negative perception of Hispanics following the Mariel Boatlift.
- * The critical need for more Hispanic professors in Florida.
- * The low number of Hispanics being admitted to FSU's law school.

The problems faced by Hispanic law students included:

- * Lack of economic aid, difficulty with the cognitive style of the LSAT and low percentage of Hispanics admitted.

The following recommendations were presented:

- * Improve recruitment of Hispanic professors.
- * A federal definition of the term minority to include Hispanics.
- * Education leaders must include Hispanics in their Master Plan to assist Florida in attaining educational excellence.

CHAPTER III

THE UNIVERSITY OF FLORIDA

UNIVERSITY OF FLORIDA

The Governor's Commission on Hispanic Affairs continued its hearings at the major state universities by conducting its meeting on the campus of the University of Florida in Gainesville on November 28. The Commission heard several reports from administrators, professors and student leaders concerning the status of Hispanic students at Florida.

Concerns which were presented included:

- * Language remains a barrier to academic achievement for many Hispanic students.
- * Hispanic students face special language and cultural problems.
- * The absence of Hispanic professors at the School of Law.
- * Difficulties encountered with entrance examinations at the graduate and undergraduate level.
- * Significant differences between learning styles of non-Hispanics and Hispanics.
- * The application of the term "minority" which excludes Hispanics.
- * The problem concerning a general perception that Hispanic students do not have problems.

The following recommendations were presented:

- * The University must do more than it has done to help Hispanic students become fully integrated and assimilated in the community.
- * The creation of a support group or office within the Office of Minority Affairs to examine the needs of Hispanic students.
- * Hire Hispanic faculty and/or administrator for the School of Law.
- * The need for awareness by professors that Hispanic students require additional attention and personal interaction because of cultural and economic factors.
- * Increase funding for programs serving Hispanic students.
- * Offer scholarships to Hispanic transfer students, high school seniors and graduate students.

CHAPTER IV

THE UNIVERSITY OF SOUTH FLORIDA

UNIVERSITY OF SOUTH FLORIDA

The Governor's Commission on Hispanic Affairs held a hearing on the campus of the University of South Florida (U.S.F.) in Tampa, on December 12. The Commission heard presentations from members of the faculty and administrators concerning the status of Hispanic students.

The following concerns were presented to the Commission:

- * The difficulty in classifying students into the Hispanic category due to integration into the general population.
- * The low number of Hispanic faculty members in a state in which Hispanics are about 12-14 percent of the population.
- * The importance of simultaneous vocational and language education.
- * Prejudices and problems students face based on lack of knowledge.

The Commission heard recommendations which included:

- * Provide funding for special programs designed for Hispanics with limited literacy and educational backgrounds.
- * Coordinate a scholarship program to provide grants to students from Latin America to study in the United States.
- * Allow college credits for Intensive English courses.
- * Develop levels of cross-cultural awareness, as well as, intercultural communication skills.
- * Additional funding from outside sources for the International Institute of Language is needed.

CHAPTER V

THE FLORIDA STATE UNIVERSITY SYSTEM

STUDENT HEADCOUNT BY DISCIPLINE FOR WHITES

Education and General

Discipline	F.S.U. #Total %		U. of F. #Total %		U.S.F. #Total %		F.I.U. #Total %		S.U.S. #Total %	
Business and Management	4207	88.4	3081	86.6	5666	89.1	1497	42	23182	83.9
Communications	709	87.4	1592	87.4	755	87	107	56	4152	84.4
Computer Science	N/A	N/A	1654	79.7	N/A	N/A	395	38.1	4835	71.2
Education	1826	82.9	1895	87.6	2464	91.6	458	54.4	11889	83.3
Engineering	231	79.6	3040	72.8	2801	81.3	69	21.9	8394	74.6
Law	549	88.5	938	88.9	N/A	N/A	N/A	N/A	1731	89.2
Physical Science	557	80.3	760	75.6	434	85	72	48.3	2154	77.3
Social Science	1401	83.1	1507	84	1151	87.4	181	36.7	5307	78.6
Undeclared	1769	84.8	6116	84.8	4574	94.6	1910	55.3	17159	77.8
Total	18136	85.2	25955	81.3	23167	88.5	6786	45.6	105691	78

*Information supplied by Fall 1983 Board of Regents Fact Book.

STUDENT HEADCOUNT BY DISCIPLINE FOR BLACKS

Discipline	Education and General									
	F.S.U. Total %		U. of F. Total %		U.S.F. Total %		F.I.U. Total %		S.U.S. Total %	
Business and Management	246	5.1	146	4.1	212	3.3	164	4.6	1,853	6.7
Communications	58	7.1	84	4.6	39	4.5	23	12	370	7.5
Computer Science	N/A	N/A	158	7.6	N/A	N/A	48	4.6	669	9.85
61 Education	133	6	135	6.2	98	3.6	70	8.3	1,272	8.9
Engineering	36	12.4	169	4	128	3.7	11	3.4	447	3.94
Law	38	6.1	48	4.5	N/A	N/A	N/A	N/A	100	5.1
Physical Science	17	2.4	37	3.6	16	3.1	10	6.7	116	4.1
Social Science	109	6.4	100	5.5	84	6.3	21	4.2	612	9
Undeclared	206	17	443	6.1	91	1.8	207	8.9	2,395	10.8
2 Total	1,449	6.8	1,719	5.3	941	3.6	1,068	7.2	11,098	8.2

STUDENT HEADCOUNT BY DISCIPLINE FOR HISPANICS

Education and General

Discipline	F.S.U. #Total %		U. of F. #Total %		U.S.F. #Total %		F.I.U. #Total %		S.U.S. #Total %	
Business and Management	95	2	174	4.9	293	4.6	1,423	40	2,300	8.3
Communications	17	2	75	4.1	31	5.9	55	28.8	224	4.6
Computer Science	N/A	N/A	105	5.1	N/A	N/A	420	40.5	650	9.6
Education	30	1.4	59	2.7	89	3.3	259	30.7	559	3.9
Engineering	5	1.7	240	5.7	214	6.2	140	44.4	752	6.7
Law	22	3.5	43	4	N/A	N/A	N/A	N/A	68	3.5
Physical Science	8	1.1	72	7.1	31	6	52	34.9	192	6.8
Social Science	46	2.7	92	5.1	54	4.1	222	45	455	6.7
Undeclared	27	1.2	280	3.8	112	2.3	851	24.6	1,223	5.5
Total	394	1.8	1,508	4.7	1,205	4.6	5,088	34.2	9,371	6.9

FACULTY

	F.S.U.		U. of F.		U.S.F.		F.I.U.		S.U.S.	
	#Total	%	#Total	%	#Total	%	#Total	%	#Total	%
Whites	959	93.7	2,625	94.1	994	94.4	320	74.9	5,170	89.4
Blacks	36	3.5	72	2.6	31	3	33	5.3	315	5.4
Hispanics	3	.2	16	.57	26	2.5	49	11.4	105	1.8

*Information supplied by Fall 1983 Board of Regents Fact Book.

APPENDIX A
1984 Minutes



STATE OF FLORIDA

Office of the Governor

THE CAPITOL

TALLAHASSEE 32301-0047

BOB GRAHAM
GOVERNOR

COMMISSION ON
HISPANIC AFFAIRS

REGULAR MEETING

Summary of the Commission's regular meeting held in Miami, Florida on January 30, 1985 at 7:00 p.m.

INVITED GUEST

Raul Masvidal, member of The Board of Regents, State Representative Arnhilda Gonzalez-Quevedo and Mauricio Tamargo representing State Representative Ileana Ros.

COMMISSIONERS PRESENT

Rafael Penalver (Chairman), Bruce Esquinaldo, Felipe Fernandez, Ralph Borrás, Mercedes DiMaio.

STAFF PRESENT

Angel T. Gonzalez, Governor's Liaison to the Hispanic Commission.

INTRODUCTION

The Chairman called the meeting to order. Introduction of invited guests and members of the Commission followed. The Chairman then reported on the Commission's background and purpose of the meeting at Florida International University (F.I.U.). He indicated that the Commission was devoting this year's study to the Hispanic students in our State university system. He explained that the Commission had held meetings at other universities throughout the State and explained the results of these meetings.

PRESENTATIONS

Ed Iturralde, Student Government Vice President. Mr. Iturralde provided information on the CLAST test and the performance of Hispanic students taking the exam. He indicated that because of the cultural bias demonstrated in the exam Hispanic students in general tend to perform below average.

Dr. Norma Goonen, Assistant Professor and Director of the Dean's Grant Multicultural and Bilingual Education Department at F.I.U. explained the characteristics of the CLAST exam. She reported that students were required to take this exam after completing their sophomore year before taking upper division courses. She added that the exam measures communications and computation skills.

She stressed that based on previous results, minority students seemed to do poorly because of the possible cultural bias of the exam.

Ed Iturralde recommended the creation of different tests to be given to Hispanic students as well as black students.

Maggie Bouza, Student Government Comptroller at F.I.U.

Ms. Bouza reported on her experience in student organizations and in student advisory capacity to the administration concerning Hispanic students. She indicated that Hispanic students on campus are very much involved in student activities. She pointed out that at present of the 5 members in the Student Government Association's presiding board 3 are Hispanics and that 40 percent of the students in the Senate are Hispanics as well. She added that Hispanic students also make up about 30 to 40 percent of the students in the Peer Advisory Program. Ms. Bouza concluded by indicating that in the area of student activities she was not aware of any problems.

Dr. Susan Angulo, Director of the Intensive English Program at F.I.U.

Dr. Angulo reported that the Intensive English Program at F.I.U. is not funded by the State. She pointed out that the program is funded by the students through their tuition. The program is divided into a morning and evening session. The morning session is very expensive and participants are primarily from the upper classes of Latin America and Europe. Dr. Angulo also indicated that the evening program serves the community to a larger degree. This gives members of the community the opportunity to learn English in a smaller classroom setting. At F.I.U. the Intensive English classes average 7 to 10 students per class. However, this makes the program very expensive and students must pay a tuition of \$325.00 a semester.

Dr. Angulo explained that another problem facing the program is that it is non-credit, and therefore does not have scholarship money or any financial aid available to its students. The program now is a non-profit program. Dr. Angulo explained that the day program is made up of 85 percent foreign students and the rest are residents. The resident students pay \$900.00 a semester while the international students have to pay \$1300.00 a semester for the Intensive English classes. The students have 25 hours of classes plus laboratory a week, and the program does prepare the students to take the TOEFL exam. She expressed that because of the cost of the program we are

limiting the experience of studying in the United States to upper and middle class students from other countries. Dr. Angulo concluded that the State of Florida should provide some form of state funding for Intensive English Programs or award scholarships to students from other countries.

The Chairman asked Dr. Angulo what options a person coming to Florida as a refugee from Cuba or Central America had available in order to attend a university.

Dr. Angulo indicated that if the student takes credit courses he would have some type of financial aid. However, for non-credit Intensive English courses there is no financial assistance.

Raul Masvidal asked what the admission standards were to enter the Intensive English program.

Dr. Angulo explained that the program did not have any specific admission standards.

Mr. Masvidal also asked how many students there were in the day program.

Dr. Angulo indicated that the program had approximately 200 students during the day, each term, and between 60 and 80 in the evening program. She added that they had more demand for the classes than they had classroom space. She also indicated that the program had the last choice for classroom space because it is non-credit. They are presently using trailers to hold their classes. These classes are also conducted at the Bay Vista campus.

Dr. Angulo concluded her presentation by pointing out that the Intensive English program at F.I.U. prepares the students for the TOEFL exam and that it is an academic program, which is what the students need. The program is also serving the growing population in Miami of individuals over 45 years of age that have gotten their children through college and now feel it is their turn to go back and be reeducated.

The Chairman asked if F.I.U. had a program for students who had the qualifications to be admitted in the university but could not speak English.

State Representative Arnhilda Gonzalez-Quevedo indicated that F.I.U. offered a remedial English and Basic Skills program for regular students who need the assistance. She added that if the person did not know enough English to get into regular classes he or she could enroll in the remedial program. However, this program is not designed

for any student and it is not geared for foreign students or non-English speakers.

Vivian Romero, student in the English as a Second Language program, indicated that she had only been in the United States for two months. She stressed her need to learn English to be able to get along in this country and find employment. But added that she lacked the financial resources since she was not working. She told the Commission that she was in the evening program and spoke highly of its performance. Ms. Romero had completed a pre-university program in Cuba before arriving in the United States.

State Representative Gonzalez-Quevedo pointed out the importance of working together with the community colleges. She added that one of the reasons why F.I.U. had been granted the status of a four year institution was under the condition that it would not compete with the community colleges in the area. At present Miami Dade Community College offers an Intensive English program to students at no cost. For this reason it would be very difficult, as a legislator, to introduce a bill providing for the creation of an Intensive English Program at F.I.U. similar to what is already available at Miami Dade Community College. She added that this would be perceived as a duplication of programs. She concluded by indicating that the proper solution should be to ask the students with financial problems to go to Miami Dade Community College or to take these courses under the adult education programs available in the area. She stressed that once the student has passed the TOEFL exam he or she can apply for financial assistance to continue with his or her studies in the regular program.

The Chairman spoke of the importance to involve the private sector in providing student assistance to international students who do not have the economic means to study in the United States. He pointed out that many of these students are presently going to communist nations and a program of this nature would give students in Latin America the opportunity to study in the United States. He added that this would benefit our State and the political and economic future of the Latin nations.

State Representative Gonzalez-Quevedo indicated that she was introducing a bill, in conjunction with State Representative Art Simon, through which the State could provide scholarships to needy students in South America to come and study in the United States.

The Chairman expressed that she could count on the Commission's support for this bill.

Margarita Perriu, student from the English as a Second Language evening program, spoke of the advantages and disadvantages of the program at F.I.U. She indicated that the level of learning was quite high. However, pointed out that the classes are being held

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far away from the university campus and with a limited number of classrooms. She felt that being separated from the university limits their contact with the university community which could provide access to increase practice of the language skills and would give them the opportunity of becoming part of the community. She also added that the number of classes were not enough on a weekly basis and that the number should be increased at a reasonable cost.

Carlos Zavas, student in the English as a Second Language program, reported he had two degrees from the University of Puerto Rico. He expressed his desire to continue his studies at the Graduate level but admitted having difficulty with the English language. He indicated that his main concern was being able to receive credits for the courses he is presently taking in the Intensive English program so that he may include them as part of any future program he may enroll in.

Luis Sanchez, Instructor, English Language Institute, Intensive English, explained the characteristics of an Intensive Language program. He added that it was important to have an intensive program and most important to have the funds to cover the costs. He stressed that above all it was extremely important that the people who teach the courses be competent and have the capacity to do it.

Dr. Norma Goonen, spoke on behalf of a student who sent a message to the Commission. According to this student there is a program in a northern state in which students are learning English, as part of an Intensive English program, and at the same time attend classes, conducted in their own language, in their particular field of study. Dr. Goonen explained that she did not recall in which state this program is being carried out, but added that although students did not receive credits for the courses in Intensive English they do obtain credits for curriculum content courses. She indicated that this was a pilot program and pointed out that South Florida would be a good location for the establishment of a similar program.

Commissioner Mercedes DiMaio, explained that it would be very difficult to obtain funding for any program, at the present time, which would involve teaching a curriculum content course in a foreign language.

Dr. Goonen asked the Commission to support the efforts of the South Florida bilingual community to assure that legislation is passed guaranteeing that everyone should have the opportunity to keep their own language no matter where they come from. She also expressed concern about the fact that in the administrative and faculty levels at F.I.U., and other universities, Hispanics are not found in representative numbers. She maintained that there are qualified people and it is just a matter of correcting employment practices by the State university system.

NEW BUSINESS

Mr. Arturo Espinola, from Key West, gave a report about a school, the San Carlos Institute, which was founded in 1871 in Key West. This had been a bilingual school which was integrated in 1871. He told the Commission that there was a group in Key West which wants to convert this building into a barroom. This group he claimed, has indicated that there is no longer a need for schools to teach English or Spanish in this area because there are enough schools that can perform the same assignment. However, Mr. Espinola stressed the need to have schools that really teach both languages.

Jose Cabaleiro, representing the San Carlos Institute from Key West, told the Commission that this institute belongs to the Cuban community and asked the Commission to take this message to Tallahassee and inform Governor Graham, State Representative Joe Allen and Secretary of State George Firestone that their offices do not have the right to deal with the San Carlos Institute's building. He added that this building had been a gift from the Republic of Cuba to persons of Cuban ancestry in this country. He explained that in accordance to the agreement the San Carlos Institute has to be a school. He stressed that the San Carlos Constitution of 1939 states that the institution has to be regulated by both Cuba and the United States. According to Mr. Cabaleiro the institution belongs to the Cuban community in Key West and added that the Governor had the moral obligation to return the building to the Cuban citizens of this State and their descendants in Key West. He further added that they had collected 1000 signatures in support of the San Carlos School in Key West and 15,000 in Miami. He concluded by indicating that the State's Preservation Board had not spent any funds on the building and for this reason the school had been closed. He asked the Preservation Board to keep its promise of taking care of this building as a school or museum.

There followed a general discussion.

Victor DeYurre, citizen from Key West. Mr. DeYurre reported that the San Carlos Institute had served as a tribune to Cuban patriots, during the war in independence in Cuba, and in particular the Cuban Apostle Jose Marti. He explained that in 1919 the Institute received funds from the Cuban Government to construct the present building. The land was purchased and an agreement was reached with the Governor of the State of Florida who then declared that the building was to be for the Cuban citizens in Florida and their descendants, as well as for those who fought in the Cuban war of independence. He reported that, a person by the name of Dr. DePoe,

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Without previous consultation had turned the building over to the Historic Preservation Board of the State of Florida. At the time Dr. DePoe had assumed full responsibility for the building since the Institute did not have an administrative board. Mr. DeYurre indicated that the Cuban Government had requested the keys of the building but stressed that the building was created for the Cubans who live in this country and not in Cuba.

There followed a general discussion.

THE MEETING ADJOURNED AT 10:03 P.M.

ATG/va



STATE OF FLORIDA

Office of the Governor

THE CAPITOL

TALLAHASSEE 32301-0007

BOB GRAHAM
GOVERNOR

COMMISSION ON
HISPANIC AFFAIRS

REGULAR MEETING

Summary of the Commission's regular meeting held in Tampa, Florida on December 12, 1984, at 10:00 A.M.

COMMISSIONERS PRESENT

Mercedes DiMaio, Gabriel Cazares, Felipe Fernandez, Rene Gonzalez, Luis Rincon.

STAFF PRESENT

Angel Gonzalez, Governor's Liaison to the Hispanic Commission.

INTRODUCTION

Commissioner Mercedes DiMaio called the meeting to order. Introduction of members followed. Commissioner DiMaio then proceeded and provided general information concerning the Commission's responsibilities and activities. She explained the purpose of the meeting and pointed out that the Commission was conducting a study regarding the problems that Hispanic students face in our state university system. She also reported on previous meetings held by the Commission, on the same topic, at other universities.

Commissioner Rene Gonzalez discussed the problem of classifying students into the Hispanic category. He pointed out that in Tampa many Hispanic students had fused into the general population and did not identify themselves with any Hispanic groups. He expressed his interest in the distribution and the integration of Hispanics at the University of South Florida. He added, that when speaking of Hispanics in the university system it was important to establish a difference between the Hispanic Floridian and those of other countries. He also indicated that because of Florida's geographic location, it had become the center for attracting students from other nations. Concluding, Commissioner Gonzalez explained that in the past the majority of the students who have come to study in the United States belong to the affluent class in their countries and these students are not the ones that need our most attention but the needy.

Commissioner Gabriel Cazares explained that the Commission was interested in Hispanics from two stand points, those who are legal, or are considered residents in Florida and Hispanics from the Caribbean or Latin America. He added that he was particularly concerned about affirmative action, with respect to the faculties of our universities. Commissioner Cazares also provided some figures on the Hispanic population in our state. He reported that while in 1980 Hispanics number slightly under 9 percent of the population, now the figure may be anywhere between 12 and 14 percent. He stressed that this number will grow because of the present immigration patterns and high birthrate among Hispanics. Commissioner Cazares also reported that the number of Hispanic faculty members in the universities, throughout the state, was under 3 percent. He explained that this had been a concern expressed by students at other campuses, who feel the need to have faculty members who they can relate to. He further added that there should be some visible efforts to train and recruit Hispanics for the faculties at all of our universities.

PRESENTATIONS

Report by Dr. Carlos Cano, Associate Professor of Spanish, University of South Florida.

Dr. Cano reported that the attitude of the University of South Florida, in the past, toward Hispanics could be characterized as benign neglect. However, he indicated that at present one can perceive a desire to enhance, through positive and effective action, the university's image among local Hispanics. He then presented a list of accomplishments made by the University of South Florida in their area:

1. Foreign Forum: a highly visible public relations entity best described as University of South Florida's window on the international scene.
2. Publications: Tampa Bay Historical Journal, which has devoted a considerable amount of space to local Hispanic History.
3. Programs Abroad: the university's summer and semester abroad programs in Spain.
4. Articulation with local school system in the areas of Spanish language and culture and bilingual education.
5. Participation by professors in many Hispanic community activities.

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Dr. Cano added that these and other activities demonstrate a firm commitment to improve the quality of life for Hispanics in the area. He stressed that such commitment, on the part of the faculty, would not have been made possible without the equally firm support and encouragement of the Administration at the University of South Florida. However, he concluded by saying that in the area of affirmative action a lot still needs to be done.

Report by Dr. Luz Paredes, Curriculum Coordinator, International Language Institute, University of South Florida.

Dr. Paredes addressed the two aspects of her work at the International Language Institute. She explained that she taught both English and Spanish and added that she was involved in the teacher training program and was also the Curriculum Coordinator. As part of her community involvement she pointed out that she also teaches Spanish. She indicated that she had taught a basic Spanish conversation course to sheriff deputies and correctional officers in Hillsborough County. She also reported that she had developed a course for native speakers of Spanish designed specifically for people that have to deal as part of their daily work, with the Tampa Electric Company, with the Spanish speaking population. She concluded by indicating that, as a member of the International Language Institute, they go to different countries to train teachers in Bilingual Education and English as a Second Language.

Report by Dr. Blanca Ponte, Assistant Director of International Language Institute, University of South Florida.

Dr. Ponte reported on the Institute's participation during the Cuban boat-lift in 1980. She explained that the Institute had been involved in setting up an intensive English as a Second Language program for the refugees. She also indicated that she had been involved with the Agrupacion Latinoamericana de la Bahia de Tampa. She explained that Octavio Fernandez, the founder of this organization, had passed away, and that a scholarship had been established, in his name, for \$1,000, to someone of Hispanic origin with high academic standards and financial needs. She also reported on her involvement with the Educational Testing Service Language Proficiency Interview Training Program.

Report by Roger Cole, Professor of Linguistics, University of South Florida.

Dr. Cole reported on the University's training program and efforts to recruit Latin American students, and to assure that they return to their country of origin. He also reported on two areas of community problems: Vocational Education and Refugee Programs. He then spoke about areas in which he has been involved in, whereby the University of South Florida has attempted to address the needs of constituents in the community. In the area of Vocational Education, he spoke of the need for students to learn English before they can benefit from Vocational Education. The problem being that they cannot find a way to learn English. He explained the importance of having people learn English while on the job, where they may have vocational and language training at the same time. He also spoke about the need to address the specific needs of refugees by providing proper funding for programs to those of limited literacy and limited educational background.

Report by Dr. Carol Cargill-Power, Director of Graduate Program and Director of International Language Institute.

Dr. Cargill-Power reported on the Cuban Haitian grant. She provided information on the training program for the Cubans and Haitians. She added that they not only needed some language skills but some know how in how to deal with child care as well as information on home economics. Dr. Cargill-Power asked for the Commission's support in involving the International Language Institute in scholarship activity, as recommended by the Kissinger Commission, which suggested that a scholarship program be set up to provide scholarships to students from Latin America to come and study in the United States. She also asked for the Commission's support in trying to win favor of the Educational Standards Commission for the establishment and maintenance of certification in Bilingual Education and English for Students of other Languages. Dr. Cargill-Power also explained the outreach activities of the Institute. She pointed out that each semester the Institute dispenses five scholarships to students that show academic promise but do not have the money to attend the institute. In the areas of curriculum and Applied Linguistics graduate programs she explained that the Institute has an ongoing curriculum training staff who can meet almost any need for specialized curriculum. She reported that the Institute has been involved in a series of exchange programs for teachers of Spanish who are not native speakers of Spanish with the University of Puerto Rico. In Vocational Education, Dr. Cargill-Power indicated that the Institute conducts workshops where academic English is not taught.

Dr. Cargill-Power addressed a problem the Institute is facing regarding non-credit activities. She reported that there was a

need to attach college credits to the Intensive English program. Many students, she added, have to be turned away by the Institute because they do not qualify for the federally guaranteed loans, since the courses are not offered with credits. She suggested the possibility of attaching foreign language credits to these courses or attach credit for Freshman Composition to some of the advance writing classes at the Institute.

Report by Dr. Louise Damen, Professor at the International Language Institute, University of South Florida.

Dr. Damen spoke of the content and approach taken by the faculty at the Institute in teaching English as a Second Language, the objectives and goals when workshops are held, and the graduate level teaching training course. She added that there was a need to train foreign students as well as teachers, and indicated that the skills in intercultural understanding are very important. She further explained that many of the prejudices and problems students face are not based on a preconceived stereotyped but lack of knowledge. For this reason, she concluded, there is a need to develop levels of cross cultural awareness, as well as, intercultural communicating skills.

Report by Dr. Charles Arnade, Professor of Interdisciplinary Social Sciences, University of South Florida.

Dr. Arnade reported that the University of South Florida may have a larger number of Hispanic faculty members than the other state universities. He raised the question that many Hispanic faculty members do not consider themselves as Hispanics and this affected the number of Hispanic faculty members. He also spoke of the programs and research affecting the Hispanic community, in the State, being carried out by other colleges within the University of South Florida. He concluded by indicating that the University of South Florida had about three or four dozen Hispanic faculty members.

Report by Dr. Mark Orr, Director of Center for International Studies.

Dr. Orr reported that the University of South Florida's President and Provost were very sensitive and supportive of international and intercultural concerns and activities, which will lead to broadening of the programs. He added that he had been relieved of his earlier responsibilities to devote full time to develop international interests. He asked that an inquiry be made on the number of faculty

members on the faculty at the University of South Florida because there is a good proportion. He concluded by pointing out that this number will continue to grow since one of the roles of several members of the faculty is to see that this happens.

Report by Ms. Mildred Singletary, Advisor to International Students, University of South Florida.

Ms. Singletary reported that there were approximately 650 international students at the University of South Florida. About one-third are from Central and South America. She indicated that this group of students had greater problems and greater needs than the other two-thirds of the students at the University of South Florida. In particular financial needs. She further added that she served on two committees which are proposing scholarships for international students at the University of South Florida. The Alumni Association has received funds to fund a scholarship for a student from the Caribbean. They are now setting the structure for advertising and publicizing for a student. This would be the first university scholarship at the University of South Florida. Ms. Singletary also serves on the Foreign Student Scholarship Committee of the International Council of the Tampa Bay Area.

OPEN DISCUSSION

There followed a general discussion.

Dr. Cargill-Power stressed that there was a need for additional funding at the International Institute of Language, from outside sources, because the money in the regular budget is earmarked already and it would be unrealistic to expect additional funds from the regular budget for scholarships. She explained that they were looking at grant money, from Federal sources, which is channeled through the State. Particularly for minority students who can not afford the tuition, and for teacher training.

NEW BUSINESS

Margarita Simmons, from Dade City, Florida, brought to the attention of the Commission that in Pasco County there were ten children, who were native Americans, being considered for deportation by the Immigration and Naturalization Service, because their parents were in the United States illegally. It was agreed that Ms. Simmons would present this matter to the Commission in writing.

Ms. Simmons who represents the Migrant Self Help Program in Pasco County, also reported that in this county there were approximately

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3000 people unemployed due to the hard freeze. She added that unemployment benefits will run out by December 31 and these people were in need of some help. She asked the Commission to inform the Governor, in writing, about the matter.

Jesse Aguila, Chairperson of the Mexican American Group, which is part of a larger organization called the St. Petersburg International Folk Fair Society. The purpose of this organization is to promote culture of various types. At present the group is composed of 43 to 45 different countries and organizations. The Hispanic groups are the Colombian, the Spanish, the Mexican and the Cuban group. He stressed that the objective of the group is to promote culture.

There followed a general discussion.

THE MEETING ADJOURNED AT APPROXIMATELY 1:00 P.M.

ATG/ve



BOB GRAHAM
GOVERNOR

STATE OF FLORIDA
Office of the Governor
THE CAPITOL
TALLAHASSEE 32301-9047

COMMISSION ON
HISPANIC AFFAIRS

REGULAR MEETING

Summary of the Commission's regular meeting held in Gainesville, Florida on November 28, 1984, 11:00 A.M.

COMMISSIONERS PRESENT

Rafael Penalver, Luis Rincon, Mercedes Di Maio, Felipe Fernandez, Gabriel Cazares, Celia Fernandez, Ralph Borrás.

STAFF PRESENT

Angel Gonzalez, Governor's Liaison to the Hispanic Commission.

Chairman Rafael Penalver called the meeting to order. Commission members were introduced. The Chairman then proceeded to provide general information about the Commission and purpose of this meeting.

PRESENTATIONS

Report by Dr. Arthur Sandeen, Vice President for Student Affairs, University of Florida.

Dr. Sandeen reported that there are 1,832 Hispanic students enrolled at the University of Florida. This figure comprises 4.86 of the University's total enrollment. His report indicated that "of this total, 1,512 are undergraduates, 160 are graduate students, and 160 are enrolled in professional schools. Over 90 percent are enrolled on a full time basis and the male/female ratio is approximately 60/40. Liberal Arts and Science enrolls the largest number of Hispanic students followed by Engineering. There are 57 Hispanic students in the Law School".

Dr. Sandeen indicated that Hispanic students perform equally well as other students and their graduation rate is about equal to the University's average.

In his report, Dr. Sandeen added that support services and programs for students at the University are being offered by the Division of Student Affairs. Academic support services are provided through the Division of Academic Affairs. He also added that the office of Student Services includes an Assistant Dean with the title of "Coordinator of Minority Student Affairs". He explained that a number of faculty members at the University of Florida identify

themselves as being of Hispanic origin, and they represent virtually all disciplines.

According to Dr. Sandeen's report there are four active student organizations on campus that also address the needs of Hispanic students. These are: The Hispanic Engineering students, the Cuban-American Student Association, the Spanish-American Law Student Association and the Hispanic Student Union.

Dr. Sandeen spoke of two studies which have been conducted at the University of Florida concerning Hispanic students. The first of these studies is titled "Hispanic Students at the University of Florida: Academic, Career, Personal and Campus Life Concerns", by Ms. Alma Lugo. In this study Ms. Lugo concluded that many students had indicated that language remained a barrier to their academic performance and that students need more help in academic advising. She suggested that bilingual counselors would be very effective in providing such advice. She also indicated that many students did not view the University as especially caring for their needs. The second study was completed in 1983 by Maria Mussenden. This study is titled "Counseling the Hispanic Student". Ms. Mussenden's study concentrated on such problems as language barriers, difficulties in being assertive, time management, socialization, study skills, student dating, relationship with family and awareness of support services. She concluded that the University must do more than it has done in the past to help these students feel a part of the institution.

Dr. Sandeen also reported that, "the University of Florida has a very large student financial aid program and during the last academic year 1,096 Hispanic students were recipients of \$3,381.00 in grants, loans, scholarships and student employment".

There followed a general discussion.

Jorge Cantera, student at the University of Florida, suggested that in order to improve the services to Hispanic students, the University should establish a support group independent from the Minority Affairs Office, because the needs of Hispanic students are different than for the black students. He added that Hispanic students face language and cultural problems that black students do not have to confront.

Julio Gonzalez, representing the Law Student Association for Hispanics, indicated that the School of Law at the University of Florida has never had a full time faculty member of Hispanic origin.

He recommended that the University of Florida hire a Hispanic faculty member or an Administrative Assistant for the School of Law.

Report by Dr. Reinaldo Jimenez, Department of Romance Languages, University of Florida.

Dr. Reinaldo Jimenez reported that there was a need to create more awareness among students as to the meaning of being Hispanic. He called for the creation of an office, or group, in charge of providing orientation to Hispanic students. He stressed the need to establish a department within the Office of Minority Affairs in charge of providing services to Hispanic students. Dr. Jimenez also expressed concern about the problems Hispanic students are having with entrance examinations at the undergraduate and graduate levels. He indicated that because of language and cultural factors, many Hispanic students do not score high enough on these exams and are rejected by many universities. He further added that because of the cultural conceptual framework under which these exams are designed Hispanic students find it difficult to score higher.

Professor Emilio Bejel supported Dr. Jimenez' report by pointing out that this is primarily true with the Graduate Records Examinations, since students must achieve a score of 1000 before being accepted in most schools at the graduate level.

Jorge Cantera, student at the University of Florida, indicated that Puerto Rican students have been dropping out of many programs because they need to enroll in Intensive English courses which are not accredited by the University and are not covered by financial aid. For this reason their studies become very expensive and can not afford them.

There followed a general discussion.

Report by Dr. Sandra Fradd, Bilingual Education Consultant, Department of Special Education, University of Florida.

Dr. Sandra Fradd, presented the results of a study concerning university students' preferences for studying and interacting with their professors. This study focused on students who use Spanish as their first language and come from Latin America and students born in the United States for whom English is their first language. The study is titled "Latins at the University level: Implications for Instruction: and was written by Joseph L. Scarpaci and Sandra H. Fradd.

According to this study, "Spanish has become the largest single language of non-English background persons in the United States". In higher education Hispanics (persons of Spanish-language origin who reside in the continental United States) and Latins (students who are studying in the United States whose home country is another Spanish speaking country in the Americas) in the United States are increasing proportionately. Enrollment at the University of Florida demonstrates this increase. Trends nation-wide indicate that, "the Spanish-surnamed population enrolled in colleges and universities increased from 3.2 percent in 1970 to 5.7 percent in 1978".

Dr. Fradd explained that a questionnaire had been designed as part of the study to determine whether Latins' expectations and learning preference differed from those of Anglos at the University level. The findings of this study demonstrated significant differences between learning styles of Anglos and Latins, indicating distinct ways in which Anglo and Latins prefer to work on assignments clarify issues and interact with instructions.

The study concludes that, "the proportion of Latins to Anglo, the personality of the instructor, class size and the degree of assimilation of the minority group are all factors influencing teaching style in higher education". And it points out that "of most importance to college and university professors is the realization that Latin students may require more personal interaction from instructors and expect more formal behavior during class instruction".

There followed a general discussion.

Maria Mussenden, spoke of her experience as a student and pointed out that Hispanic students, generally speaking, are not well informed as to what the University has to offer.

Report by Dr. Anthony Chambers, Assistant Dean, Student Services, University of Florida.

Dr. Chambers reported that the term minority is normally used when referring to black students at the University of Florida. He then explained the observations he had made about Hispanic students based on his experience. He indicated that Hispanic students have strong family ties which are reflected in their academic performances.

He also added that black students and Hispanic students share many similarities. Black students also experience a transitional trauma in academics and cultural adjustment that require special attention. He explained that 80 percent of Hispanic students live off campus and most of their social activities also take place off campus.

Dr. Chambers concluded that there was a need for a Hispanic Assistant Dean. He expressed that it was a good idea because the Hispanic students would have someone to relate to. He also added that in recommending programs, which would require funding, to be certain that the resources would not be shifted from one minority group to the other.

There followed a general discussion.

Report by Dr. Jose de la Torre, Student Health Services, University of Florida.

Dr. de la Torre spoke of the difference among Hispanic students. He explained that there are students who don't want to identify themselves as Hispanics while others do. He called for the creation of international student houses, supported by the students' native countries, to provide the international student with a home away from home. A place where students from a similar nation can meet and share their experiences.

Chairman Rafael Penalver asked for suggestions as to appropriate follow-up action.

Dr. Sandeen presented a number of problem areas that had been brought up during the meeting:

1. Resources problem. He pointed out that there was a definite need to expand the resources available to Hispanic students.
2. Awareness problem. He explained that there is a general perception that Hispanic students don't have any problems.

In concluding he added that he would make sure that the results of this discussion are well known by a wide variety of people and that he planned to initiate additional discussions with faculty and student groups on campus. Dr. Sandeen assured the Commission that he will discuss all these matters with the President of the University and will provide some recommendations in writing.

Professor Emilio Bejel recommended that the present GRE Average scores be reviewed, for possible special consideration to Hispanic students who score below the average.

Jorge Cantera stressed the need to create a position for a Hispanic Dean independent from the Minority Affairs Office. He asked the Commission to recommend to the Board of Regents, the Governor and Legislators to allocate more funds for programs serving Hispanic students. He also called for the University of Florida to investigate alternatives to provide Puerto Rican students the option of obtaining credits for their special English courses at the Intensive Language Institute. And concluded by requesting that the Administration, at the University of Florida, improve its recruiting efforts of Hispanic students in South Florida, as well as, the retention record of these students.

There followed a general discussion.

THE MEETING ADJOURNED at 1:35 P.M.

ATG/ve



STATE OF FLORIDA

Office of the Governor

THE CAPITOL

TALLAHASSEE 32301-8047

BOB GRAHAM
GOVERNOR

COMMISSION ON
HISPANIC AFFAIRS

REGULAR MEETING

Summary of the Commission's regular meeting held in Tallahassee, Florida on October 24, 1984, 10:00 A.M.

COMMISSIONERS PRESENT

Rafael Peñalver, Mercedes DiMaio, Gabriel Cazares, Celia Fernandez, Rene Gonzalez, Ralph Borrás.

STAFF PRESENT

Angel Gonzalez, Governor's Liaison to the Hispanic Commission.

PRESENTATIONS

Report by Dr. Carolyn Harrington, Post Secondary Education Planning Commission, Department of Education.

The Department of Education has prepared a master plan report for projecting the secondary education into next century. The master plan program was presented several years ago and since then, the Department of Education has published a supplement called "Enhancement Participation Minority and Disadvantaged Students in Post Secondary Education", emphasizing three major areas: minority affairs, financial aid and other educational areas.

In the 1984 legislative session, major initiatives were presented in the master plan. The most significant recommendation that developed from the plan was the creation of a college preparatory program for minority students. A post high school but pre-college level basic skills instruction program to be offered at colleges as a normal credit course at same tuition charges. This program will not be effective until June of 1985.

Another project, sponsored by the Ford Foundation, deals with urban articulation (The articulation of the community college student with neighboring universities). There is a considerable loss of minority students, when they finish their freshman and sophomore years, at community colleges who do not transfer to universities to complete their baccalaureate degrees. The

object of this project is to study this problem by undertaking issues like: basic skills deficiency, financial aid procedures, admission procedures, tutorial services, course placement, standards for programs and course scheduling, and administration priorities. There are two universities involved in the program, Florida State and Arizona State.

Report by Dr. Roberto Fernandez, Assistant Professor, Department of Modern Languages and Linguistics, Florida State University.

Many Hispanic students perceive being Hispanic as very negative. This feeling has been more pronounced since 1980, when the Mariel refugees came to Florida. The media has contributed, to a great extent, for projecting a negative image of Hispanics. News about drug smuggling and prisoners, for example, often involve Hispanics and this affects students in a negative way. They don't want to identify with this negative perception of their community.

At Florida State University, the Hispanic Student Union has not been active. They lack objectives and most are only interested in social activities.

A critical area is the number of Hispanic professors at universities in Florida. There is a limited number and little effort is being made to improve the present situation.

Report by Alberto Milian, of the Spanish American Law Students Association, at Florida State University.

Mr. Milian presented the following concerns to the Commission:

1. Not many Hispanic students are being admitted to Florida State University's Law School.
2. There is a lack of economic aid.
3. Entrance Exams, like the L.S.A.T., present a problem to Hispanic students.
4. Hispanic students are not being invited to minority pre-orientation, which is conducted for first year law students.

5. Hispanic students do not qualify for minority tuition waivers, according to school officials.
6. The Dean of the School of Law has reduced number of minority students from 220 to 169.

Recommendations presented by the Spanish American Law Students Association:

1. There is a need to define what minority implies.
2. Present Federal laws, concerning the definition of minority, must be implemented. According to Federal law, Hispanics qualify as minority.

Report by Dr. Rick Jenks, Professor Multi-Lingual Education at Florida State University, and Director of the Intensive English Program.

The drop out rate among Hispanic students in high school is extremely high in Florida. This affects academic performance and achievement at universities. The contributing factors are: poverty, unemployment, political isolation, geographic mobility, deterioration of many school settings and social stratification.

Other problems affecting the education of Hispanic students at the high school level are: difference in national backgrounds, distance from home, cost of relocation, loss of ethnic support community, and fear of the unseen.

Report by Cathaleen Brawer, Bilingual/ESL Education Program Specialist, Department of Education.

"Hispanic Student in the University System"

Educational leadership should realize that unless language minorities are included in the overall master plan for educational excellence, the goals of Florida competing with national education rankings and competing with other nations in the development of technology cannot be realized. Affirmative action needs to be mandated throughout the educational system, and educational services are rendered consistently to language minorities throughout the State.

Language minorities are making an impact, as shown in the following statistics:

1. The size of language minorities in the U.S. will increase from 30 million in 1980 to approximately 39.5 million by 2000; children aged 5-14 years are expected to increase from 3.8 to 5.1 million during this time period. This increase is projected to be 95% Hispanic.
2. In the year 2000, Florida will gain 3.4 million new residents and 1.7 million new jobs as the Southeastern U.S.'s population becomes higher than any other region.
3. The U.S. National Census states that 1 out of 10 persons speaks another language other than English at home; 48% of those people speak Spanish as their first language. Over 90,750 Hispanics have settled in Florida from the Mariel boatlift.

In order to plan effective education programs at all levels for language minority students and advance them through the system with phase out programs in the core curriculum planned to their individual needs, there are two priorities:

1. We need competent and interested teachers for language minorities. The Bilingual/ESL endorsement is needed but the Education/Standards Commission has recommended that it not be included as a special area in certification. This certification area is needed, though, for Florida has a responsibility to ensure qualified instructional personnel in schools for language minority students. Florida needs teachers that understand the methodology of teaching students who do not speak English and that come from another culture.
2. In order to pass legislation or to plan for appropriate programs for language minority students, an accurate count should be made not only by race but by language as well. There is a discrepancy in the data and statistics gathered through different agencies both nationally and in the State.

The 1984 Legislature attempted to appropriate a weighted FTE through Alternative Education K-12 programs for Intensive English

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Instruction and bilingual education. A State Task Force for Language Minority Students should be formed to study the impact of language minorities in K-University programs to address issues and recommend educational plans and services.

There followed a general discussion.

THE MEETING ADJOURNED at 12:50 P.M.

ATG/kc



BOB GRAHAM
GOVERNOR

STATE OF FLORIDA
Office of the Governor
THE CAPITOL
TALLAHASSEE 32301-9047

COMMISSION ON
HISPANIC AFFAIRS

REGULAR MEETING

Summary of the Commission's regular meeting held in Miami, Florida
on October 3, 1984 at 6:30 p.m.

COMMISSIONERS PRESENT

Rafael Penalver, Edward Nodarse, Mercedes DiMaio, Ralph Borrás.

STAFF PRESENT

Angel Gonzalez, Governor's Liaison to the Hispanic Commission.

INTRODUCTION

Chairman Rafael Penalver provided an introduction on the purpose of the Commission and its assignments. He also reported on the Commission's activities over the past years and explained the Commission's 1984 annual report's objective concerning the needs of Hispanic students in Florida's university system.

Introduction of the invited speakers followed.

PRESENTATIONS

Report by Dr. Norma M. Goonen, Assistant Professor and Director of the Dean's Grant - Multicultural and Bilingual Education Department at Florida International University.

At Florida International University, Hispanic students compare favorably with the total population of FIU students, and other ethnic groups, including white non-Hispanic, in the areas of: acceptance of admission to FIU, retention at FIU after a period of two years, and transfer students who first enrolled six years ago.

Hispanic students vary from other ethnic groups, including white non-Hispanic, with a lower attrition percentage. However, when Hispanics drop out due to low grade point average, the attrition is higher than that of white non-Hispanics.

Hispanic students need outside funding in order to match other ethnic groups. A special fund is needed for students desirous of taking non-credit review courses for standardized testing (i.e., SAT or GRE). Hispanics have a problem with the white Anglo middle-class student's cognitive style to which the test is geared. The review courses' fees exclude those Hispanic students who may be most in need. Outside funding is needed for developmental courses in the areas of reading, writing, and mathematics, since federal funding comes to an end (September 1985), which has allowed courses to be tuition free. A state scholarship fund would benefit the large majority of Hispanic students who want to enter the field of bilingual, ESOL, and modern language education. FIU has a federal scholarship program, through the Title VII Teacher Training Grant, which ends in a year and a half. Many Hispanic students will then be unable to continue their undergraduate and graduate studies.

There is a state-wide need for attention to the fact that Hispanic candidates, who take the Teacher Test statewide, do not fare as well as other ethnic groups. Close scrutiny of the cognitive style of the test as well as a developmental fund for Florida's school of education to aid these students seems in order.

Report by Dr. Susan B. Angulo, Director of the Intensive English Program at Florida International University.

At the Intensive English Program at Florida International University, 200 students each semester receive specialized language instruction without which they would not be able to enter the state university system.

The FIU Hispanic student body's growth, compared to the total student population's growth, correlates with the growth of Dade County's Hispanic population.

Lack of proficiency in the English language prevents many Hispanic students from being accepted at the University. Matters that need attention are: (1) The review courses for The Test of English as a Foreign Language (TOEFL) are expensive because they are non-credit and funded strictly by student tuition. A special fund for such activities needs to be created; (2) Intensive English (IE) courses, including accent reduction, are considerably more expensive than credit courses because they are not funded through state allocations. State Scholarships for IE programs would help students develop enough proficiency necessary to enter credit courses, for

which federal and other scholarships are already available; and (3) Evening IE Program courses' main population is adult Hispanics from the professional world. The expenses for this program are much higher than credit courses, mostly due to the small class size needed for quality language instruction. State and local scholarships would help students pay this non-credit tuition.

The cost of non-resident alien tuition and living expenses preclude the involvement in credit courses at universities or colleges in the United States of any group of Hispanics except for members of high socio-economic group.

The success of Hispanic students in our educational system is obviously related to their English language proficiency. Any support which federal, state, and local agencies may offer to these students will result in benefits, not only to the individuals, but to society as a whole.

Report by Professor Luis Sanchez, Instructor, Intensive English Program at Florida International University.

Professor Sanchez reported on the characteristics of the English as Second Language Evening Program at Florida International University. He explained that the majority of the students are much older than the average university student throughout the State. He indicated that many are professionals (doctors, lawyers, teachers, etc.) who have arrived in the United States with a degree but have not been able to work in their field of expertise because of the language barrier. Professor Sanchez also indicated that the students' main obstacle, to enrolling in greater numbers, is the tuition cost (\$300) and the lack of financial assistance. He added that the enrollment could triple if financial assistance is provided to the program. And concluded by asking the Commission for its support in procuring funds for the program.

Report by Gladys Hernandez, former student, Intensive English Program at Florida International University.

Gladys Hernandez reported on her experience as a student in the Intensive English program at Florida International University. Ms. Hernandez holds a Ph.D. in Education and a B.S. in Biological Sciences from Cuba. She had been employed by La Universidad Central, in Santa Clara, Cuba, prior to her arrival in the United States. She pointed out that she was very pleased with the program at Florida International University and asked the Commission to assist in seeking new funding for the program.

There followed a general discussion.

THE MEETING ADJOURNED AT 8:45 P.M.

APPENDIX B

Reports from the Different Florida University Systems



FLORIDA INTERNATIONAL UNIVERSITY

TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 554-2220

COLLEGE OF ARTS & SCIENCES

ENGLISH LANGUAGE SKILLS CENTER

REPORT TO THE GOVERNOR'S FLORIDA STATE COMMISSION ON HISPANIC AFFAIRS
HELD IN MIAMI, FLORIDA, ON OCTOBER 3, 1984, PRESENTED BY SUSAN B.
ANGULO, DIRECTOR, INTENSIVE ENGLISH PROGRAM, FLORIDA INTERNATIONAL
UNIVERSITY

The Intensive English Program at Florida International University has been serving Hispanic students for the past seven years. Each semester, 200 students receive specialized language instruction without which they would not be able to enter the state university system.

For the years 1977 to 1983, FIU's Hispanic student body grew from 22.9% to 35.5% of the total student population. The recently published Spring 1984 headcount enrollment shows the percentage of Hispanic students to be 33.5%. For non-resident aliens, the percentage is only 7.2%. This correlates with the growth of Dade County's Hispanic population, which increased from approximately 34% to 42% of the total population.

Unfortunately, only 42% of the non-resident aliens who applied were fully accepted to the University. This does not compare favorably with the percentage of the total population who applied and were accepted (62%).

Lack of proficiency in the English language prevents many Hispanic students from being accepted at the University. Within this context, there are several specific matters which need attention:

1. A minimum score of 500 on The Test of English as a Foreign Language (TOEFL) is required of international students entering the university system in order to establish their level of proficiency in English. Additionally, some professions are now requiring a score of 220 on the Test of Spoken English (TSE), which is an oral proficiency measure. The Intensive English Program at FIU administers these tests and offers review courses for them. The review courses are expensive because they are non-credit and funded strictly by student tuition. We have a list of students who have contacted our offices inquiring about such courses, but who do not have the funds to enroll in them. A special fund for such activities needs to be created.

2. Intensive English courses, including accent reduction, are considerably more expensive than credit courses because they are not funded through state allocations. The Intensive English Program at FIU offers 25 hours a week of instruction which would be comparable to eight three-credit courses a semester. There are classes at five different levels of proficiency which include courses in reading, grammar, writing, and verbal skills. A language laboratory, which comprises not only audio equipment, but video and computers as well, is part of the program. Since this program is funded strictly by student tuition, it costs \$1,300 per semester. Many Hispanic students cannot afford this quality instruction. Scholarships are available only for credit activities; therefore, state scholarships for Intensive English programs would help students develop enough proficiency necessary to enter credit courses, for which federal and other scholarships are already available.

3. Statistics show an increasing need for quality academic English language programs for working students. Consequently, an evening Intensive English Program was established last summer at FIU. This fall, the enrollment in the evening courses doubled. The main population is adult Hispanics from the professional world. The classes meet twice a week for three hours each session at a cost to the students of \$300 per semester. Even at this rate, our expenses for this program are much higher than credit courses, mostly due to the small class size so vitally needed for quality language instruction. State and local scholarships would help Hispanic students pay this non-credit tuition.

4. The cost of non-resident alien tuition and living expenses preclude the involvement in credit courses at universities or colleges in the United States of any group of Hispanics except for members of high socio-economic group (see attached chart).

The success of Hispanic students in our educational system is obviously related to their English language proficiency. Any support which federal, state, and local agencies may offer to these students will result in benefits, not only to the individuals, but to society as a whole.

ANNUAL ESTIMATE OF COST

INTERNATIONAL STUDENTS (FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE)

SINGLE STUDENT	UNDERGRADUATE (LOWER DIVISION)	UNDERGRADUATE (UPPER DIVISION)	GRADUATE
TUITION	\$2,285	\$3,185	\$3,010
BOOKS AND SUPPLIES	480	480	480
HOUSING AND FOOD	5,680	5,680	5,680
TRANSPORTATION	700	700	700
INSURANCE	350	350	350
MISCELLANEOUS	1,125	1,137	1,170
TOTAL	10,620	11,532	11,390



FLORIDA INTERNATIONAL UNIVERSITY
TAMiami CAMPUS • MIAMI, FLORIDA 33199

SCHOOL OF EDUCATION
DEAN'S GRANT - MULTICULTURAL/
BILINGUAL EDUCATION

REPORT TO THE GOVERNOR'S FLORIDA STATE COMMISSION ON HISPANIC AFFAIRS
HELD IN MIAMI, FLORIDA, ON OCTOBER 3, 1984, PRESENTED BY DR. NORMA M.
GOONEN, SCHOOL OF EDUCATION, FLORIDA INTERNATIONAL UNIVERSITY

There are a limited number of statistics on the subject of the Hispanic student in Florida's university system. The following serve to highlight the present situation of Hispanic students at FIU:

1. Statistics show the academic success of the Hispanic students who are accepted at Florida International University. For the past year (Summer 1983 to Spring 1984) 64% of the Hispanic students who applied for admission at FIU were accepted. This compares favorably with the 62% of the total population of FIU students who were accepted.

2. The statistics on retention of FIU students show that 78% of the Hispanics who entered the University as freshmen are still enrolled after a period of two years. This also compares favorably with other ethnic groups, including white non-Hispanic.

3. With regard to transfer students, 52.8% of the Hispanics who were first enrolled six years ago have now either graduated (46.61%), or are still enrolled in courses (6.19%). This compares favorably with other ethnic groups, including white non-Hispanic.

4. Records indicate that Hispanics have a slightly lower attrition percentage than other ethnic groups, including white non-Hispanic. However, when the reasons for attrition are reported, the percentage of Hispanics who drop out due to low grade point average is higher than that of white non-Hispanics. (Reasons for attrition, for statistical purposes, are divided into two categories: "Low GPA" and "Other").

Although the above statistics generally prove that once a Hispanic student is accepted at FIU, his continued enrollment and subsequent graduation is as likely to occur as it is with other students of other ethnic backgrounds, our experience as advisors of students who apply to the University but are not accepted indicates that there are the following areas of concern:

BEST COPY AVAILABLE

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A. Many Hispanic students are not accepted at FIU because of low SAT or GRE scores. In speaking with individuals who administer review courses for these standardized exams, we find that Hispanics have a problem with the cognitive style to which the test is geared. Generally, standardized testing is written according to the white Anglo middle class students' cognitive style and this may differ from the Hispanic students' backgrounds. Further, these review courses are generally offered by private corporations or individuals who charge a fee for these non-credit activities, a fee which excludes those Hispanic students who may be most in need. A special fund for students desirous of taking these non-credit courses should be made available.

B. Developmental courses presently exist in the areas of reading, writing, and mathematics. At this time, due to federal funding, the courses are tuition free. However, as this federal funding comes to an end (September 1985), and institutionalization is in the planning, it is believed that this beneficial program will have to assess tuition fees. Outside funding would enable this program to continue to benefit students, regardless of their financial status.

C. Even with these developmental efforts, there is an additional problematic area state-wide. Only 57% of Hispanic Florida first-time candidates who took the Florida Teacher Certification Examination on the February 1984 test date passed the entire test, as compared to 78% of all candidates, and 86% of white non-Hispanics. That figure is even lower, 47%, for "first time candidates", which include those Hispanics from out of state, versus 78% passing rate for the "all candidate" group. In the June 1984 test, Hispanic first time candidates also trailed the "all candidates" group 55% to 78% respectively, with only 49% of the Hispanic first time candidates passing all subtests, as compared to 79% of the total population. Although at present a breakdown by individual universities has not been released, these figures indicate a state-wide need for attention to the fact that Hispanic candidates who take the Teacher Test statewide do not fare as well as others. Close scrutiny of the cognitive style of the test as well as a developmental fund for Florida's schools of education to aid these students would seem to be in order (see tables attached).

D. The federal government, through Title VII of the Elementary and Secondary Act, has funded numerous training programs for those who would like to enter the field of bilingual, ESOL, and modern language education. A great majority of these students are Hispanic. FIU has a generous federal scholarship program, through the Title VII Teacher Training Grant, which at present awards tuition scholarships to 250 students. This grant ends in a year and a half. Many of these Hispanic students will be able to continue their undergraduate and graduate studies after this federal funding is exhausted, but many will not. These are the students who would benefit from a state scholarship fund.

Hispanic students, page three

Fortunately, there is mainly good news regarding Hispanic students in our university system. Once they are accepted, they seem to perform at a high standard. However, there are those who do need help in order to attain our rising entrance requirements. This is certainly a need, and it may be a key to reaching those who are soon to be left behind.

FLORIDA TEACHER CERTIFICATION EXAMINATION
NUMBER AND PERCENT PASSING ALL SUBTESTS AND
EACH SUBTEST BY TOTAL CANDIDATES AND BY SEX AND ETHNIC DESIGNATION
JUNE 23, 1984
FLORIDA FIRST TIME CANDIDATES

	<u>ALL CANDIDATES</u>			<u>MALE</u>			<u>FEMALE</u>			<u>WHITE</u>			<u>BLACK</u>		
	TOT	N	%	TOT	N	%	TOT	N	%	TOT	N	%	TOT	N	%
ENTIRE TEST	1557	1217	78	357	237	66	1200	980	82	1251	1005	81	164	50	30
MATH	1562	1356	87	359	306	85	1203	1050	87	1252	1152	92	166	87	52
READING	1561	1406	90	360	337	94	1201	1149	96	1253	1234	98	166	131	79
PROF ED	1562	1350	86	360	272	76	1202	1078	90	1252	1164	93	166	83	50
WRITING	1562	1466	94	358	316	88	1204	1150	96	1254	1220	97	164	123	75

	<u>HISPANIC</u>			<u>AMER. IND/ ALASKAN NATIVE</u>			<u>ASIAN PACIFIC</u>			<u>OTHER</u>		
	TOT	N	%	TOT	N	%	TOT	N	%	TOT	N	%
ENTIRE TEST	119	65	55	4	4	100	7	7	100	12	6	50
MATH	121	92	76	4	4	100	7	7	100	12	8	67
READING	119	100	84	4	4	100	7	7	100	12	10	83
PROF ED	121	85	70	4	4	100	7	7	100	12	7	58
WRITING	121	103	85	4	4	100	7	7	100	12	9	75

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FLORIDA TEACHER CERTIFICATION EXAMINATION
NUMBER AND PERCENT PASSING ALL SUBTESTS AND
EACH SUBTEST BY TOTAL CANDIDATES AND BY SEX AND ETHNIC DESIGNATION
JUNE 23, 1984
FIRST TIME CANDIDATES

	<u>ALL CANDIDATES</u>			<u>MALE</u>			<u>FEMALE</u>			<u>WHITE</u>			<u>BLACK</u>		
	TOT	N	%	TOT	N	%	TCT	N	%	TOT	N	%	TOT	N	%
ENTIRE TEST	2929	2324	79	713	504	71	2216	1820	82	2467	2135	87	243	77	32
MATH	2936	2556	87	715	619	87	2221	1937	87	2469	2271	92	245	126	51
READING	2934	2816	96	716	679	95	2218	2137	96	2470	2436	99	245	199	81
PROF ED	2936	2555	88	716	568	79	2220	2027	91	2469	2318	94	245	129	53
WRITING	2935	2771	94	714	645	90	2221	2126	96	2470	2409	98	243	166	77

	<u>HISPANIC</u>			<u>AMER. IND/ ALASKAN NATIVE</u>			<u>ASIAN PACIFIC</u>			<u>OTHER</u>		
	TOT	N	%	TOT	N	%	TCT	N	%	TCT	N	%
ENTIRE TEST	171	84	49	7	5	71	18	12	67	23	11	48
MATH	173	121	70	8	6	75	18	16	89	23	16	70
READING	171	137	80	7	7	100	18	17	94	23	20	87
PROF ED	173	115	66	8	6	75	18	13	72	23	14	61
WRITING	173	133	77	8	7	88	18	17	94	23	19	83

FLORIDA TEACHER CERTIFICATION EXAMINATION
NUMBER AND PERCENT PASSING ALL SUBTESTS AND
EACH SUBTEST BY TOTAL CANDIDATES AND BY SEX AND ETHNIC DESIGNATION
JUNE 23, 1984
ALL CANDIDATES

	<u>ALL CANDIDATES</u>			<u>MALE</u>			<u>FEMALE</u>			<u>WHITE</u>			<u>BLACK</u>		
	TOT	N	X	TOT	N	X	TOT	N	X	TOT	N	X	TOT	N	X
ENTIRE TEST	3000	2326	78	731	505	69	2269	1821	80	2476	2136	86	281	78	28
ATH	3619	2937	81	846	682	81	2773	2255	81	2773	2494	90	487	226	46
EADING	3298	3059	93	803	742	92	2455	2317	93	2574	2521	98	376	283	75
RGF ED	3335	2732	82	867	619	71	2468	2113	86	2587	2383	92	422	177	42
RITING	3234	2856	90	814	691	85	2420	2205	91	2560	2465	96	347	221	64

	<u>HISPANIC</u>			<u>AMER. IND/ ALASKAN NATIVE</u>			<u>ASIAN PACIFIC</u>			<u>OTHER</u>		
	TOT	N	X	TOT	N	X	TOT	N	X	TOT	N	X
ENTIRE TEST	185	84	45	9	5	56	18	12	67	31	11	35
ATH	260	159	61	16	9	56	22	20	91	61	29	48
EADING	265	180	71	14	10	71	20	17	95	49	38	78
RGF ED	246	133	54	11	6	55	22	15	68	47	18	38
RITING	253	159	63	12	7	58	20	18	90	42	26	62

FLORIDA TEACHER CERTIFICATION EXAMINATION
NUMBER AND PERCENT PASSING ALL SUBTESTS AND
EACH SUBTEST BY TOTAL CANDIDATES AND BY SEX AND ETHNIC DESIGNATION
FEBRUARY 25, 1904
FLA FIRST CANDIDATES

	<u>ALL CANDIDATES</u>			<u>MALE</u>			<u>FEMALE</u>			<u>WHITE</u>			<u>BLACK</u>		
	TOT	N	X	TOT	N	X	TOT	N	X	TOT	N	X	TOT	N	X
ENTIRE TEST	1051	1445	70	357	255	71	1494	1190	80	1503	1290	86	203	64	32
MATH	1050	1500	85	359	311	87	1499	1269	85	1506	1370	92	206	101	49
READING	1056	1690	91	359	323	90	1497	1367	91	1505	1455	97	205	136	66
PROF ED	1056	1679	90	358	295	82	1498	1384	92	1504	1448	96	206	118	57
WRITING	1055	1723	93	358	322	90	1497	1401	94	1506	1468	97	204	145	71

	<u>HISPANIC</u>			<u>AMER. IND/ ALASKAN NATIVE</u>			<u>ASIAN PACIFIC</u>			<u>OTHER</u>		
	TOT	N	X	TOT	N	X	TOT	N	X	TOT	N	X
ENTIRE TEST	106	80	57	2	2	100	6	4	67	31	17	55
MATH	106	75	71	2	2	100	7	5	71	31	19	61
READING	106	70	66	2	2	100	7	5	71	31	22	71
PROF ED	106	82	77	2	2	100	7	5	71	31	24	77
WRITING	106	80	75	2	2	100	6	6	100	31	22	71

FLORIDA TEACHER CERTIFICATION EXAMINATION
NUMBER AND PERCENT PASSING ALL SUBTESTS AND
EACH SUBTEST BY TOTAL CANDIDATES AND BY SEX AND ETHNIC DESIGNATION
FEBRUARY 25, 1984
ALL CANDIDATES

	<u>ALL CANDIDATES</u>			<u>MALE</u>			<u>FEMALE</u>			<u>WHITE</u>			<u>BLACK</u>		
	TOT	N	X	TOT	N	X	TOT	N	X	TOT	N	X	TOT	N	X
ENTIRE TEST	4430	3435	78	1017	732	72	3413	2703	79	3603	3149	86	440	136	31
MATH	4793	3046	80	1111	904	81	3682	2942	80	3851	3412	89	504	233	40
READING	4623	4135	89	1077	956	89	3546	3179	90	3759	3606	96	506	315	62
PROF ED	4682	4076	87	1119	881	79	3563	3195	90	3763	3554	94	560	208	51
WRITING	4611	4108	91	1083	933	86	3528	3255	92	3740	3612	97	510	338	66

	<u>HISPANIC</u>			<u>AMER. IND/ ALASKAN NATIVE</u>			<u>ASIAN PACIFIC</u>			<u>OTHER</u>		
	TOT	N	X	TOT	N	X	TOT	N	X	TOT	N	X
ENTIRE TEST	207	94	45	4	3	75	17	9	53	79	44	56
MATH	242	131	54	4	4	100	19	11	58	93	55	59
READING	250	133	53	5	5	100	18	13	72	85	63	74
PROF ED	247	154	62	4	4	100	20	15	75	88	61	69
WRITING	254	150	59	4	3	75	17	15	88	86	70	81

50 of 2 persons took at least 1 subtest

FLORIDA TEACHER CERTIFICATION EXAMINATION
NUMBER AND PERCENT PASSING ALL SUBTESTS AND
EACH SUBTEST BY TOTAL CANDIDATES AND BY SEX AND ETHNIC DESIGNATION
FEBRUARY 25, 1984
FIRST TIME CANDIDATE

	<u>ALL CANDIDATES</u>			<u>MALE</u>			<u>FEMALE</u>			<u>WHITE</u>			<u>BLACK</u>		
	TOT	N	X	TOT	N	X	TOT	N	X	TOT	N	X	TOT	N	X
ENTIRE TEST	4382	3434	78	1003	732	73	3379	2702	80	3679	3149	86	408	136	33
MATH	4392	3727	85	1007	869	86	3385	2858	84	3684	3334	90	412	204	50
READING	4390	4049	92	1006	925	92	3384	3124	92	3683	3562	97	410	286	70
PROF ED	4391	3988	91	1007	854	85	3384	3134	93	3681	3515	95	413	254	62
WRITING	4390	4108	94	1005	904	90	3385	3204	95	3684	3584	97	410	304	74

	<u>HISPANIC</u>			<u>AMER. IND/ ALASKAN NATIVE</u>			<u>ASIAN PACIFIC</u>			<u>OTHER</u>		
	TOT	N	X	TOT	N	X	TOT	N	X	TOT	N	X
ENTIRE TEST	196	93	47	4	3	75	17	9	53	78	44	56
MATH	196	122	62	4	4	100	18	11	61	78	52	67
READING	197	123	62	4	4	100	18	13	72	78	61	78
PROF ED	197	142	72	4	4	100	18	14	78	78	59	76
WRITING	197	136	69	4	3	75	17	15	88	78	66	85

By Representative Gonzalez-Garveda

239-34A-1-5

239-34A-1-5

This publication was produced at a charge cost of 1.5 cents per page for the information of members of the Legislature and the public.

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1 A bill to be entitled
2 A proposal relating to International/Global
3 Education.
4
5 WHEREAS, Florida is the fastest growing state in the
6 nation and is expected to rank fourth in the 1990 census, and
7 WHEREAS, Florida's rapid growth and multi-cultural
8 character makes it one of the most dynamic areas in the entire
9 industrial world, and
10 WHEREAS, Florida's population growth is occurring at
11 the same time that the world's economy is becoming more
12 interdependent and Florida's economy is growing to maturity in
13 the context of global interdependence, and
14 WHEREAS, Florida's international trade, business and
15 tourism are vital to its economic growth and development, and
16 WHEREAS, Florida's geographic location makes the state
17 a natural bridge to the Americas and to the world, and
18 WHEREAS, population growth and economic interdependence
19 require that Florida's institutions, including its educational
20 system prepare citizens to meet the challenges of the
21 global/international age to insure that all shall share fully
22 in its opportunities and benefits.
23
24 IT IS PROPOSED TO THE HOUSE OF REPRESENTATIVES THAT:
25
26 Legislation be prepared to create the
27 "International/Global Education Act of 1985" to provide for
28 the implementation of the International/Global Education Task
29 Force Plan approved by the Cabinet in 1982 which includes:
30
31

1 1. The establishment of a state commission on
2 International/Global Education with the membership to be
3 appointed by the Governor.
4
5 2. The establishment of a full-time career service
6 position within the Department of Education to coordinate
7 activities and direct state policy on International/Global
8 Education.
9
10 3. The provision of authority to the Department of
11 Education to develop state policies on International/Global
12 Education, to conduct a survey of social studies materials
13 which contain International/Global Education concepts
14 and to develop criteria for the formulation of a textbook on
15 International/Global Education.
16
17 4. Provision for the implementation of a one-half
18 credit course on International/Global Education as part of the
19 social studies requirements for grades 1-12, which includes a
20 comparative view of American culture with that of other
21 foreign countries.
22
23 5. The requirement that local school board districts
24 create policies which encourage school libraries to purchase
25 materials relating to International/Global Education.
26
27 6. Direction that the Board of Regents, with the
28 cooperation of the state's colleges, universities, and schools
29 of education, develop courses in the area of
30 International/Global Education, as well as introduce an
31 international component to appropriate courses and direction
that the Board of Regents develop policies which foster and
support university-based International/Global Education
activities.

1 7. Provision that each of the state's community
2 colleges add courses to the associates of arts degree program
3 relating to International/Global Education.
4
5 8. Provision that state community colleges and
6 universities form a task force to improve the current programs
7 offered in the area of International/Global Education and to
8 develop a plan to form a network of resources relating to
9 International/Global Education.
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2
CODING: Words stricken through type are deletions; words underlined are additions.

3
CODING: Words stricken are deletions; words underlined are additions.

CODING: Words in small through type are deletions from a existing law, words underlined are additions.

Hispanics and Florida State University Law School

Hispanic students at FSU Law School face serious problems. Unfortunately, there is very little being done to solve these problems.

Even though the Hispanic population in Florida is estimated to be as high as 13% of the total, at FSU Law School only 2 to 3% of the student body is Hispanic or of Hispanic origin. Little or nothing is being done to remedy this situation. Like at some other Florida schools, there is no program for recruiting Hispanic students or teachers and there is no effort underway to admit more applicants to the school.

The complacent attitude on this matter is best illustrated by this excerpt taken from the school's Minority Affairs Committee Self-Study Report (1984-85). In its introduction it states "... The Committee's principal concern has been with the law school's black student population. The number of law students from other minority groups (e.g., American Indians, Asians) is either very small or nonexistent. Though the school's Hispanic-American population is a significant one, these students have not in recent years, either as a matter of admissions or other institutic policies, been recognized as a discrete minority group... Student of Hispanic origin for whom English is a distinctly second language or who have been culturally handicapped in other ways are within the Committee's purview, but the number of such students, again, is very small." Since the number of Hispanics is "small" and ignored, precisely because of the policies promulgated by the law school, it is doubtful that their numbers will ever grow to the point where the law school will take any action to help them. Hispanic students are without recourse in the matter. The school simply does not consider them a minority worthy of its attention. In fact, even though the Minority Affairs Committee (which is composed of five teachers and two students) has a black student representative, there is no Hispanic representation at all. This condition typifies the attention being given to Hispanic students and their problems.

At the law school there are a series of policies that are pursued to recruit minorities, however, they are not applied to Hispanics as well. For example, every year a two week pre-orientation session is held before classes begin. Supposedly, minority older students and those whose grades and entrance exam scores are low, are supposed to be invited to participate. The program is intended to instruct on study methods, exam taking and general law school participation. Nevertheless, few, if any Hispanics, have ever been invited to participate in the sessions. Although most Hispanics (because of their second language, test scores and cultural background) would welcome and greatly benefit from the orientation. Until now, Hispanics have been for the most part excluded from this valuable service.

As an incentive to get black minority students to attend FSU (since they are also underrepresented), the law school awards most black students a \$1500 bonus for attending the pre-orientation and enrolling at the school. Yet for Hispanics, who are similarly if not more underrepresented, there is no such incentive.

Meanwhile, the law school claims that Hispanics don't attend FSU or aren't attracted to the school. Obviously, this is no great enigma when so little is being done to recruit them.

It seems that in recent years most black students at FSU law school have been given tuition waivers without regard to financial need or scholastic merit. In August of 1984, a female Hispanic student in financial need asked for the waiver since it had been described in the school's catalog as a minority tuition waiver "made available for minority students"... "awarded on a scholarship-need basis." Despite the description, her financial need, gender and ethnic origin, the student to her astonishment, was told that she didn't qualify because she was not black. Upon pressing for the waiver, she was subsequently told that there were only a limited number of waivers available, later on she was told that they were all given out (even though she asked for it two weeks before classes began) and finally she was told that they were being done away with entirely. Despite these explanations, black students today are still receiving the waivers but no Hispanic has been given one.

Every year, most black students at FSU law school are given a \$5000 stipend known as the Virgil Hawkins Fellowship. These are given without regard to need or achievement, the only criteria seems to be that the student be black even though all black students are not given the award. Despite their economic needs, no similar fellowship is available to Hispanics.

FSU law school has a grading system that is unique in the state of Florida. This system, known as a "mandatory curve", compels a professor with a class of more than 35 students to give D's or F's to at least 5% of the students in his class. In effect, even though F's are not mandatory even getting a D which is mandatory is likely to cause the student's GPA to fall to the point where he might get mandatorily dismissed. Without a doubt, even though the system hurts all of the students since it leaves the student body in a comparative disadvantage when competing for jobs against other law school graduates, it has its most adverse impact on minority students. As a consequence, a number of minorities never make it to their second year even though in another school, without a "mandatory curve", they would have probably passed. Despite this impact, faculty members at the school are adamant about not changing it. They realize how unfair the system is, so much that they even refuse to print it in the school's catalog for fear of scaring off potential applicants. One professor describes it as "unfair, irrational and utterly unjustifiable." This system leaves very few students with the equivalent of an A and crowds most in the low B or low C range. Minorities usually get the lowest "mandatory" grades.

The new law school administration has embarked on a policy of reducing the total student population of the school even though there are hundreds of students of Hispanic origin desperate to get admitted. Of course, in the long run this policy has the effect of reducing the overall number of Hispanics and other

minorities at the school. Consequently, in future years there will be less Hispanic attorneys to serve the Hispanic public that can't speak English.

Despite the law school's claims that Hispanics do not apply or are not attracted to FSU, next to nothing is being done to recruit them to the school. There are no recruitment letters, no offers of financial aid; nothing. The administration has made requests to students and the small number of Hispanic alumni for them to recruit and raise funds. These requests, no matter how well intentioned, are ludicrous and unfair. This burden is not placed on any other minority. And students presently attending school have neither the time, the money or the resources to carry out these functions.

Hispanic students face tremendous obstacles in their pursuit of a legal education. There is a language barrier, cultural differences and the cost of tuition and living expenses. Naturally, there is no need of archaic law school policies that further hinder the achievement of a law degree. What is needed is positive policies that serve the public interest. At FSU law school, Hispanics are facing a number of unnecessary barriers that hurt them and help no one.

In conclusion, we ask that attention be focused on these problems with a view to their eventual elimination. We specifically ask that more Hispanic students be admitted to reflect their population in the state. We also ask that more economic resources be made available to Hispanics on a "need" basis and that the "unjustifiable" grading curve be abolished and replaced with a more equitable system. Justice requires no less.

Alexander Barker
Alexander Barker

Alejandro Ganceio
Alejandro Ganceio

Humberto Hernandez
Humberto Hernandez

Alberto Milian
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Maria Behar Milian
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Gemma Santos
Gemma Santos

Julian Perez
Julian Perez

BEST COPY AVAILABLE

THE HISPANIC STUDENT IN FLORIDA'S SUS

Frederick L. Jenks
Florida State University

I have been invited to speak to this Commission today from my professional vantage point as a Professor of Multilingual/Multicultural Education and as a Program Director. My work requires high volume involvement with international students and citizens from linguistic minorities. As Director of the University's Center for Intensive English Studies — a "school" in which non-English speaking students study English on a full-time basis prior to receiving admissions to colleges and universities*— I work closely with international students, many of whom are native speakers of Spanish. As a Professor, I teach graduate courses in second language methodology, teaching English as a Second Language, and language research. And, two degrees in Spanish Linguistics have obviously provided me with the fluency necessary to communicate with hispanos at home or overseas.

That self-introduction is offered because my comments to this Commission are tinged with the experiences within my career. Your interest in my remarks may vary according to your perception of my background. For example, the reference to my personal Spanish education is meant not to influence; rather, it serves to let us all realize that we shared a common hurdle..learning a new language. In my opinion, that hurdle and its companion, cultural competency, may best be the primary challenges to SUS Hispanic students.

Of whom are we speaking when we discuss "hispanic students in the SUS"? It would be incorrect to assume that they are of Cuban background; they may be Puerto Ricans or Mexican-Americans, citizens of this nation. Of course, they may be resident aliens from the Caribbean Basin, Central or South America. Are we including the several thousand students who are classified as international scholars and degree candidates in the SUS? How about those Spanish-surnamed people who have left their hispanicity in the past and today know nothing of the language or culture of their ancestors? Certainly, all of these might qualify as hispanic students.

The statistics concerning high school graduation for Spanish-speaking citizens of Florida are discomfoting. These young people have an alarmingly high drop-out rate. Poverty, unemployment, political isolation, geographical mobility, and social stratification are key factors in causing academic failure. In my opinion, the lack of English fluency is another key factor. Let me address these factors promptly.

First, it is quite meaningless to speak of Hispanics without discussing circumstances of citizenship or immigration status, socio-economic level, reason for residency here, depth of roots in Florida, and indeed, ancestral home. Otherwise, Hispanics means nothing except a group of people who are fluent in Spanish. Yet, given the variety of national origins grouped under the term "Hispanic", the cultural similarities may be quite weak or even non-existent. It almost leaves no commonality other than mutual comprehension of a language other than English and, even then, there isn't one Spanish language!

Throughout the state, Hispanic university students can be charted via a "ripple" mapping. That is, if southeastern Florida were visualized as a bubbling spring rising from the center of a lake, each bubble representing a Hispanic student, the number of bubbles decreases progressively as one moves north and north-west through the State. Lots of ripple/bubble activity in the south and progressively less as one moves north to Jacksonville and west to Pensacola.

The reasons are obvious: distance from "home base", costs of relocation, loss of the ethnic-support community, and even fear of the unsee. Thus, high concentrations of Spanish-speaking students of Cuban origin are found in Dade and surrounding counties and no similar concentration is found in Pensacola.

So, obviously, students tend to go to universities and community colleges which are close to their homes. Also, nearby universities offer the student the freedom to attend on a part-time basis while supporting him/her/self.

The College Board has frequently noted that students

with high academic achievements in high school (a trait correlated by Coleman to high family income) are more likely to seek higher education away from their home communities. It costs more to live on campus away from home than to stay with one's parents. More career and college counseling is required when one seeks to study away from home. Academic rigors may be dissimilar at different universities, or at least perceived to be by the aspiring student. Fear of the unknown may keep a young person from venturing too far away; or perhaps, it's the family who doesn't want their Hispanic adolescent to be too far from home. Finally, let's not overlook the fact that residential students tend to enroll as full-time students while the part-time attendance of home-based students is the norm.

As I mentioned, English language fluency is a key factor in academic achievement within American public schools. Given the flurry of legislation affecting English instruction and testing which has passed in the past five years, we all realize the profound impact it has had on those whose native language is not English! Academic performance is measured on an English yardstick in an English-speaking school. Composition requirements, statewide testing in language and computational skills, etc., apply to both native and non-native English speakers. I recall the words of a former professor during my doctoral studies in Detroit during the late 1960's (during and after the riots),... "One of the most measurable relationships is that which pits academic failure or disciplinary problems against literacy." Students who don't read English well will not fare well in American schools; students who cannot speak and listen with facility will not easily achieve in schools.

I perceive English fluency and financial status as the two important variables in University enrollment of Hispanic students. Lack of funds prevents attendance; lack of overall fluency prevents academic achievement. Furthermore, I feel that the same variables operate for other linguistic minority scholars as well as for racial minorities. Whether the language variable is being clearly worked on in the early years of public education is difficult to ascertain, but we confidentially assume so.

It is excellent instruction in elementary and middle school language arts and reading which will promote good performance in subsequent academic work. Standardized test scores tend to improve since virtually all standardized tests administered in Florida are written in English.

With strong skills in English as well as in the home language, students will be more inclined to consider university programs on the basis of their curriculum rather than their location. They will read more about universities, colleges and careers. They will feel positive about their ability to achieve within the English-speaking environment AND the Spanish speaking 'ambiente'. They may consider relocating without fear of isolation or failure. They will be more capable of scouting for financial opportunities to support their studies. In short, there's not one negative issue attached to learning a second language well.

SUS has not presented, to my knowledge, any comprehensive plan to address any specific needs of the Hispanic student. Indeed, I have not seen a study seeking to determine those needs. One can only assume that such courses as English Composition are generally not taught via different strategies depending on the linguistic background of students even though such techniques exist. Academic counseling and personal counseling which is attuned to the linguistic-minority's experiences is not commonplace among our State's universities. We need to know the needs; we need to reduce high-school drop-out rates and prepare talented people for life beyond the bachelor's degree.

We are fortunate to live in a rainbow state, one which will have even more vidi colors of people and languages in the years ahead. What is merely shade and hue in our universities' student bodies today can become brilliant spectrums in the future. In order for that to happen, the literacy/fluency factor must be met frontally. And, it can be accomplished in such a way as to simultaneously promote continued development of the students' native languages. For that to be achieved, a process of educational activity which affects school-family communication, instructional facilities, academic policy, teacher training, and students' educations must be placed into operation.

* (page one) The Center for Intensive English Studies is a self-supporting project and not funded by SUS.

LATINS AT THE UNIVERSITY LEVEL:
IMPLICATIONS FOR INSTRUCTION

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This paper presents the results of an explanatory study of university students' preferences for studying and interacting with their professors. Two groups participated: students who use Spanish as their first language and who come from Latin America, and students who were born in the U.S. and for whom English is their first language. Survey results show that these two groups have statistically significant differences in their preferences for studying and interacting in the university setting.

Background

A number of terms have been used to identify persons from Spanish-language origin living in the United States. In this paper we employ the term Hispanic to refer to all persons of Spanish-language origin who reside in the continental United States. Latin Americans who immigrate to the United States to study or work could also be regarded as Hispanics. To differentiate between these two groups, we use the term Latins to refer to Latin American students who are studying in the United States and whose home country is another Spanish-speaking country in the Americas. Anglos and Anglo-Americans refer to white North American students from non-Hispanic backgrounds.

Spanish has become the largest single language of non-English background persons in the United States (Oxford, 1981). Census data from 1979 show that the U.S. has the

seventh largest Spanish-speaking population in the world. The rate of growth for the entire U.S. is between .7 and .8 % but for the Spanish speakers it is 2.2 % annually. By the year 2000, the proportion of Spanish-origin population within the language minority population category will increase from 38 to 46 % (Oxford, 1981).

In higher education, Hispanics and Latins in the U.S. are increasing proportionately (Brown, Ecsen, Hill & Olivas, 1980). Enrollment at the University of Florida, one of nine state universities, illustrates this increase. Statistics from the International Student Center at the University of Florida show that in 1972 there were 212 Latins, .92 % of the student body. By 1982 that figure reached 565 students, or 1.8 % of the student body (Downie, 1982).

Similar trends are apparent throughout the nation. The Spanish-surnamed population enrolled in colleges and universities increased from 3.2 % in 1970 to 5.7 % in 1978 (Brown et al., 1980). It should be noted that of all Spanish-surnamed individuals who earned doctorates between 1973-76, one-quarter were not citizens. The performance of Hispanic undergraduates has also been noteworthy. During the 1973-76 period, that Hispanic undergraduates were, on the average, two years older than their Anglo peers. Hispanic students have had a significantly higher attrition rate at the college level and have taken longer to earn a baccalaureate degree (Brown et al., 1980). Some of the disparity between

Anglos' and Hispanics' achievement is due to different socioeconomic backgrounds that the educational process cannot readily change. However, learning styles research reveals that differences in learning preferences result, in part, from cultural factors (Saracho & Spodek, 1981; Ramírez, Harold & Castaneda, 1974). It is important to recognize cultural differences can influence the ways in which students learn and interact.

Learning Styles

Learning styles are ways in which individuals perceive, organize, and recall information in their environment. The degree to which an individual is influenced by significant others such as teachers and peers is one way to conceptualize learning styles (Sonnenfeld, 1982; Dawson, 1973). The degree to which individuals resist influences and pressures to conform results in two separate learning styles. Those more resistant to influence are field independent and those more susceptible to influence are field dependent. Field-independent persons tend to be analytical and skilled at completing small tasks that are part of a larger, sequential complex.

Cohen (1969) uses the terms relational and analytical to describe mutually incompatible conceptual styles of selecting, storing, and utilizing salient information. Cohen's contention is that U.S. educational institutions at all levels of instruction rely on the predominantly analytic style of the

white middle-class. The prevalence of analytical behavior, which conceptually encompasses the attributes of the field-independent learning style, excludes alternative ways of organizing information. The predominance of this style may foster conflict for relational, field-dependent students, regardless of native intelligence.

Field-independent behavior develops in industrial societies where there is considerable geographic and social mobility and where individual, as opposed to group performance, is highly valued (Witrock, 1979). At the societal level field dependence is prevalent among agrarian cultures whose members' daily activities enable them to perform tasks from inception to completion. Rural school children in the United States also exhibit the field-dependent cognitive style (Curtis, 1983).

Cultural and individual differences do not imply differences in intelligence but merely differences in the way in which information is used and organized. Cross-cultural psychologists point out that field-dependent learning is more typical of Latin and Hispanic students, while field-independent learning is the dominant learning style among Anglos (Ramírez, Harold & Castañeda, 1974). Field-dependent learners prefer to work with other students to achieve common goals. Instead of succeeding at self-completing modules and independent study, field-dependent learners prefer such activities as question and answer sessions and group pro-

jects (Dunn, 1981).. In a similar light Saracho and Spodek (1981, 153) have observed:

"...field-dependent learners prefer group explanatory experiences, while field-independent learners tend to prefer to work by themselves or to receive impersonal, direct types of instruction."

While most people share attributes of both styles, they also tend to prefer one style more than the other, depending upon the cultural setting in which they were raised.

Studies by Domino (1970) and Farr (1971) indicate that adolescents and adults are reliable in predicting their own learning styles. When learning preferences are matched with complementary instructional approaches, students learn more effectively (Ramirez, 1982) than when there is a mismatch (Saracho & Spodek, 1981). The importance of congruence between learning and teaching styles was reported by Brown (1978) who concluded that achievement increases when there is a match between teaching and learning styles. Dunn (1981), who advocates the use of surveys to assess learning styles, concludes that group learning experiences such as team learning, brainstorming, case studies, and group analysis are pedagogically sound methods for students who are group oriented. The structured organization of learning activities helps students with relational learning patterns to organize information effectively.

Though little cross-cultural research has addressed differences at the post-secondary level, the teaching experiences of both authors in university- as well as secondary-

levels in both Latin America and the United States suggest differences in learning styles exist. In light of the increase of Latin and Hispanic college enrollment nationwide, a research method was designed to explore possible differences in preferences for learning at the university level.

Method

The instruments initially used to measure field dependence were the Embedded Figures and the Portable Bcd & Frame Tests (Witkin, Moore, Goodenough & Cox, 1977). These instruments are not readily available, are costly to operate and require a closely monitored testing environment (Ramírez et al., 1974). ~~environment (Ramírez, Harold & Castaneda, 1974).~~ Because of these difficulties, surveys have been commonly accepted as an alternative measures.

A questionnaire was designed to determine whether Latins' expectations and learning preferences differed significantly from those of Anglos. Half of the sample population was graduates and the other half undergraduate students, divided equally between Anglos and Latins. Half of the surveys was distributed to students in the classroom and half was sent via the public mail system. Sixty-three percent of the mail-dispatched surveys were returned; an above average response rate compared with similar survey designs (Babbie, 1973). A total of 83 surveys was taken from each of the two populations. All questions prepared for Latins were translated from English to Spanish and were reviewed by university Spanish instructors and native Spanish speakers.

Non-parametric assumptions were made about the background populations in question. A Chi-square test assessed the differences between the two populations. The null hypothesis for each question stated no differences existed in the preferred learning style of the two populations. Data for the Chi-square analysis were in frequencies and later expressed in percentages for interpretive purposes.

Findings and Discussion

The null hypothesis was rejected in each case, confirming that there are statistically significant differences between the preferred learning styles of Anglos and Latins. Questionnaire results[1] are summarized in Table 1 and indicate distinct ways in which Anglos and Latins prefer to work on assignments, clarify issues, and interact with instructors. No differences were noted between graduates and undergraduates; the division was strictly along ethnic lines. Latin and Anglo students indicate clear differences that exemplify the dichotomous nature of field dependence and field independence (Ramírez et al., 1974; Cohen, 1969; and Witkin et al., 1977).

This exploratory study suggests that field independence is not ubiquitous among university students. Generalizations from this study are limited to the differences in preferences for learning at one university. Further research is required to explore and more fully define differences in learning styles that may exist between the two groups.

TABLE 1

LEARNING PREFERENCES FOR LATIN AND ANGLO UNIVERSITY STUDENTS

QUESTION	ANGLO (n = 83)	LATIN matched pairs)	CHI SQUARE* (p = .01)
1. How many times a quarter do you expect to receive help from a professor in his or her office?			85.30
a. weekly	10	52	
b. monthly	26	10	
c. once a quarter	17	18	
d. almost never	47	20	
2. How many times a quarter do you expect to meet socially with a professor in his or her home or in a restaurant?			91.50
a. very often	2	21	
b. occasionally	24	54	
c. almost never	74	24	
3. If in doubt about a lecture, what would you most likely do?			87.96
a. raise your hand and ask a question immediately	44	81	
b. ask the professor after class	27	12	
c. ask a friend after class	16	5	
d. try and figure it out yourself later	14	2	
4. The way in which most university professors lecture is generally...			50.98
a. very formal.	0	10	
b. formal.	39	58	
c. informal.	61	29	
d. very informal.	0	4	
5. Most university professors are...			65.40

a. very desanding.	7	8
b. demanding.	72	28
c. lenient.	22	48
d. very lenient.	0	15

6. How do you prefer to work on homework assignments?

97.43

a. alone	74	29
b. with just one friend	17	22
c. with a group of friends of average ability	7	35
d. with a group of classmates that are more capable than your friends	2	14

7. When meeting with a professor in his or her office, you would most likely...

155.88

a. come alone.	78	22
b. come with one friend.	2	17
c. come in a small group.	2	9
d. makes no difference.	18	52

*Note: Chi Square calculations were computed by observed frequencies even though they are presented here in percentages for interpretation.

The proportion of Latins to Anglos, the personality of the instructor, class size, and the degree of assimilation of the minority group are all factors influencing teaching style in higher education. Instructors should not alter their standard class format merely for the benefit of a single Latin student; however, it would be equally unwise to assume that all Anglo students learn best under field-independent conditions (Curtis, 1983)[2].

University instructors are often unaware of differences in learning styles. Much of the literature relates to secondary and elementary classroom instruction. Thus university professors cannot use classroom exercises available to younger learners. It is particularly difficult for university instructors to interpret such advice given to elementary and secondary instructors as "be warm and open," "develop an atmosphere of candor," etc (Bamírez, et al., 1974). Likewise, it is equally difficult to avoid being "formal" or "impersonal" while attempting to foster field-dependent instruction.

Of most importance to college and university professors is the realization that Latins may require more personal interaction from instructors while at the same time expecting more formal behavior during class instruction. They may enjoy opportunities to work collaboratively and to share their ideas with others. When visiting professors' offices, they may prefer to be accompanied by a friend even though this

companion may have nothing to do with the conversation or the university setting.

Although field-independent teaching is not entirely inappropriate to field-dependent learners, it may not foster an environment which maximizes learning for field-dependent students. Instructional methods that take into account Latin students' cultural differences are valuable to all students regardless of their learning style. University instructors need not learn to speak another language to meet the needs of Latin students in U.S. universities. The bi-cultural approach to university instruction, which inherently but unnecessarily carries a bilingual prerequisite in the minds of many, merits attention from university instructors.

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endnotes

- [1] For a complete review of the survey see S. H. Fradd and J. L. Scarpaci, 1981, Cognitive Styles, Gulf Area TESOL, 1 (4), 17-24, Gainesville, FL: University of Florida, English Language Institute.
- [2] Specifying the proportion of cultural-minority students required in order to implement teaching styles to accommodate them is a difficult task. As a rough index, the U.S. Civil Rights Commission handed down a decision in the now well-known "May 20, 1975 Memorandum" stating that school districts with more than 5 % language-minority students must enact bilingual-bicultural programs. See A Better Chance to Learn: Bilingual Bicultural Education, United States Civil Rights Commission, Washington, D.C.: Clearinghouse Publications 51, May 1975.

HISPANIC STUDENTS AT THE UNIVERSITY OF FLORIDA

Summary of Comments Made by Arthur Sandeen, Vice President for Student Affairs

November 28, 1984

I am pleased to welcome the Commission on Hispanic Affairs to the University of Florida. Your interest in our students is appreciated and I am pleased to provide this information as a supplement to our discussions.

For the 1984-85 academic year, there are 1,832 Hispanic students enrolled at the University of Florida. It is important to point out that students voluntarily identified themselves as being Hispanic and so this total may not be entirely accurate. However, it is the same method we have used to identify Hispanic students for many years, and this total is consistent with previous information. Of this total, 1,512 are undergraduates, 160 are graduate students, and 160 are enrolled in professional schools. Over 90 percent of the Hispanic students are enrolled on a full-time basis, and the male/female ratio is approximately 60/40. Liberal Arts and Science enrolls the largest number of Hispanic students (277), followed by Engineering with 190, Business Administration with 109, and Journalism with 83. There are 57 Hispanic students enrolled in the Law School, 41 in Dentistry, 22 in Medicine, 48 in Pharmacy, and 14 in Veterinary Medicine. The colleges enrolling the largest number of Hispanic graduate students are Liberal Arts and Sciences, Engineering, Education, and Business Administration. Our academic information indicates that Hispanic students perform equally well as other students at the University, and their graduation rate is also equal to the University average. Since many Hispanic students transfer to the University of Florida after a year or two at a community college, the majority of them live off campus, although there are approximately 275 Hispanic students living in University housing. The 1,832 Hispanic students of the University of Florida comprise 4.86 percent of the University's total enrollment.

Support services and programs for all students at the University are offered through the Division of Student Affairs. This Division includes the following departments: Student Housing, J. Wayne Reitz Union, Career Planning and Placement, University Counseling Center, Student Services Office, Student Financial Aid, and Student Health Service. Through the Division of Academic Affairs, academic support services for all students are also offered, primarily in reading and study skills and mathematics. Each of the Student Affairs offices has at least one professional staff member who has special responsibilities to address the needs of minority students at the University of Florida. In addition, the Office of Student Services includes an Assistant Dean with the title "Coordinator of Minority Student Affairs." Anthony Chambers serves in this role and has had extensive contact with Hispanic students for the years that he has been at the University. There are also a number of faculty members at the University that identify themselves as being of Hispanic origin. These faculty members represent virtually all disciplines from Liberal Arts and Sciences and Education to the Colleges of Medicine, Business Administration, Agriculture, and Engineering.

There are four active student organizations that exist at the University of Florida that also address the needs of Hispanic students. These are the Hispanic Engineering Students, whose current president is Enrique Yaffars, and whose faculty advisor is Dr. Fernando Fagundo. The second organization is the Cuban-American Student Association and their president is Carmen Granados and the faculty advisor is Dr. Andres Suarez. The third group is the Spanish-American Law Student Association and their president is Luis Perez and their advisor is Dr. Roy Hunt. The final group is the newest student organization in this area, the Hispanic Student Union. Their president is Fernando Donayre. These student organizations have conducted a number

of academic, cultural, political, and social activities on the campus that not only have served their members well, but have assisted the rest of the University community in becoming more knowledgeable about Hispanic affairs. They have also provided support to their own members in their academic pursuits here on campus. Members of these student associations have been invited to the meeting today with the Commission.

There have been two studies conducted on our campus of Hispanic students and the results of these studies are summarized here. Ms. Alma Lugo completed a study entitled "Hispanic Students at the University of Florida: Academic, Career, Personal and Campus Life Concerns." Ms. Lugo surveyed by questionnaire method a number of Hispanic students, but only 20 percent of those surveyed returned the instrument. However, this did represent some 85 students. Ms. Lugo's conclusions, in her words, "corroborated her own experience with Hispanic students at the University of Florida." She reported that many students said that language remained a barrier to their adequate performance in class, and academic concerns were ranked very importantly by a majority of the students. Students need more help in academic advising, and she suggested that bilingual counselors would be most effective in providing such advice. Since many of the students are transfer students, orientation programs for them are especially important and need improvement. Her study also indicated that many of the Hispanic students did not view the University as especially caring for their needs as individuals. She recommended that additional studies be conducted of Hispanic students, that more courses in English be required for these students, that bilingual psychologists and counselors be hired, and that greater attention be provided to the needs of Hispanic students. Another study was completed in 1983 by Maria Mussenden entitled "Counseling the Hispanic Student." This report was prepared for the University Counseling Center. This study provides a great deal of helpful information about Hispanic students and their experiences at the University of Florida, and can be of considerable use to faculty and staff members who work with Hispanic students. Ms. Mussenden was an intern at the University Counseling Center, and worked with Hispanic enrichment groups there. Her study focused on such problems as language barriers, difficulties in being assertive, time management, socialization, study skills, student dating, relationships with family, and awareness of support services. As a result of Ms. Mussenden's study and her own experiences as a counselor, it is clear that the University must do more than it has done to help these students feel a part of the institution and to use the support services that are available.

The University has a very large student financial aid program, and during the last academic year, 1,096 Hispanic students were the recipients of \$3,381,000 in grants, loans, scholarships, and student employment. Hispanic students used the services of the Career Planning and Placement Office in the same proportion as other students at the institution. These services include Career Day programs, Cooperative Education, Career Planning Activities, and actual placement interviews. Their placement rate as of graduation is equal to all other graduating students, and the starting salaries for Hispanic students are slightly higher than the average UF graduate.

Many students of Hispanic origin have excelled at the University of Florida in recent years and have provided excellent leadership in student life. Some of these students are as follows: Carlos Sires, graduate of the College of Law, and member of the Reitz Union Board of Managers; Raoul Herrerra, Law School graduate and initiator of the Student Credit Union; Juan Cordova, current student and Director of the Student Leadership Institute; Alex Abreu, President of Florida Blue Key, the major leadership honorary at UF; Maria Suarez, recent graduate and chairman of the student union Board of Managers; Reggie Garcia, president of Florida Blue Key; Gerardo Gonzalez, recent Ph.D. recipient and Assistant Dean of Student Services; and Charles Martinez, Vice President of the Interfraternity Council. In addition, a recent issue of the "Communicator," from our College of Journalism highlighted the accomplishments of Luis Munez, a 1974 Florida graduate who is Communications Coordinator with Florida Power and Light

Company in Miami. It also mentioned Mr. Enrique Perez, a 1972 graduate who is the Advertising Director of the Diario Las Americas, Miami's Spanish language daily newspaper.

We are very pleased with the high achievements and accomplishments of Hispanics at the University of Florida, and we are also encouraged that the number of Hispanic students at the University continues to grow. We recognize that there are still problems that these students experience on the University of Florida campus, and it is our intention to assist students in the problems they experience in the most effective ways available to us.



UNIVERSITY OF SOUTH FLORIDA

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COLLEGE OF ARTS AND LETTERS
INTERNATIONAL LANGUAGE INSTITUTE
TAMPA, FLORIDA 33620

813 974 3433

December 11, 1984

TO: Carol Cargill-Power

FROM: Blanca A. Ponte *BAP*

RE: Areas of involvement with the Hispanic community
Governor's Commission on Hispanic Affairs

I. ESL program for Cuban refugees sponsored by Corpus Christi Catholic Church July - September 1980

Corpus Christi Catholic Church sponsored several families from the Cuban boatlift in May 1980. These students were in dire need of English survival skills so that they could obtain jobs and, in general, function in this society. I set up, coordinated and taught in this program for 10 weeks on a volunteer basis. Three graduate assistants in the Linguistics Program were also involved in the teaching aspect. As a result, 25 students were given ESL and American culture classes from 7 p.m. to 9 p.m. Monday-Friday. Students were tested, placed in 3 levels of proficiency, and were provided with a curriculum. Emphasis was placed on oral skills and on a series of activities which would help them overcome the many barriers they confronted in adjusting to life in the U.S. After the ESL program concluded, I remained involved with the families, helping them with their problems and advising them on various matters.

II. Octavio Fernandez Scholarship established by A.L.A.T. (Agrupacion Latino-Americana de la Bahia de Tampa)

A.L.A.T. is an association dedicated to the promotion of Hispanic culture in the Tampa Bay Area. Members of its executive board include Jorge A. Riopedre (President), Henry C. Beltran (Vice-president), and Blanca A. Ponte (Secretary). In June 1982 the organization determined that a scholarship fund in the amount of \$1000.00 be established at the University of South Florida under the name of Octavio Fernandez. Octavio Fernandez, who passed away in 1981, was the founder and a past president of the organization. He was also employed at USF at the time of his death.



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Blanca Ponte

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Several academic criteria and preferences were stipulated. One of these was that the recipient would preferably be of Hispanic descent. This fall semester, a recipient was found by the USF Office of Financial Aid. Ms. Alana Negron, the recipient, will receive \$500.00 this semester and \$500.00 for the 1985 spring semester.

III. ETS-Language Proficiency Interview Training

Dr. Luz Lono and I participate in the ETS Language Proficiency Interview Training in Miami from September 22-25, 1982. We were approved by the Educational Testing Service as both interviewers and raters for the Spanish oral proficiency exam for teachers seeking Florida State Certification in Bilingual Education. The workshop conducted by Steve Stupak exposed us to the following:

- 1) The oral proficiency exam - This is actually an interview consisting of questions made up by the interviewer on an impromptu basis.
- 2) The rating levels - The levels range from 0 - 5, 0 being the lowest in the scale and 5 indicating native fluency.
- 3) Actual interviews.
- 4) Test of our ability to rate taped interviews.

IV. U.S. Hispanic Chamber of Commerce Convention held at the Curtis Hixon Hall in Tampa from August 10-13, 1983.

The International Language Center shared an exhibit booth with USF Small Business Development Center. Both Dr. Luz Lono and I alternated in manning this booth. As a result of our promotional efforts, 2 students enrolled at the Center in the fall 1983 semester. One of the students was Hugo Reyes, then executive vice president of the Pan American Chamber of Commerce in Miami.

Activities - Hispanic Commission
Roger W. Cole

- 1978 - 81 - Faculty - Bilingual Education Program Grant - Lee County: offered 4 courses in Ft. Myers for participants
- 1981 - 84 - 4 workshops for Hillsborough County Dept. of Bilingual Education for teachers, curriculum coordinators, and administrators concerned with LEP children.
- 1981 - Workshop for Sarasota County ESL teachers.
- 1982 - Consultant for Southeastern Bilingual Education Services (SABES) for Pre-Vocational and Vocational ESOL (VESOL). Conducted workshop for Sheridan Vocational-Technical Center, Broward County for vocational teachers and administrators.
- 1982 - Participant in statewide Vocational ESL Conference, Tampa, Florida.
- 1982 - Duttoned 86,000 grant for SER-JOBS for Progress, Inc., Sub-Contractor, for Survival English Project through Hillsborough County Dept. of Health and Rehabilitative Services, Cuban/Haitian Social Services (CHESS) Program. Developed and implemented the program as ESL Project Director.
- 1984 - BESES Consultant
- 1984 - Applicant: Research Project on Language Attrition, (FIU primary contractor) U.S. Department of Education Bilingual Education Research Center Project.

Contribution by Carol Cargill-Power, Ph.D.
Director: International Language Institute

1. Each semester, a number of worthy Hispanic students approach our International Language Institute (ILI) with a request for financial aid. After a review of each one on a case-by-case basis, I award up to 5 scholarships for such students. These must be immigrant students rather than students who are here on an F-1 visa. This is primarily because of our commitment to assist minority students in the Tampa Bay community. There are, furthermore, other constraints with respect to students on an F-1 Visa.
2. I have had 2 invitations to address the Rotary Club (here in Tampa and in Deerfield Beach). The thrust of my comment rests on the need for better cross-cultural understanding within the community. Discussion includes ways to improve such understanding.
3. The ILI enjoys an annual contract with the Cincinnati Reds Organization who are based for Spring training here in Tampa. We conduct English language classes for the Hispanic ball players so that they can communicate more readily with other members of the Reds Organization on the field. We include survival English language skills to help them communicate on a day-to-day basis when they are off the playing field.
4. We have an ongoing curriculum development staff whose primary aim is to meet the needs of the business community outside the community. One example of meeting this need

is a request from Honeywell to train some of their mid-level management types in the Spanish language to facilitate communication here in the Bay area.

5. I am on the Technical Advisory Council (TAC) of the Bilingual Education Southeast Service Center (BESES) based in Miami at FIU. In connection with this Center, I have conducted and organized numerous workshops for public school children and teachers in the neighboring counties within our service area. These range from materials evaluation, curriculum development, and other inservice type workshops.
6. In order to enhance cross-cultural understanding, we have embarked on a series of exchange programs each summer. During the summer of 1985, we will conduct an Exchange Program with the University of Puerto Rico. The purpose of this Exchange is to give ESOL teachers and Spanish language teachers an opportunity to live in a Hispanic culture and focus on the language, depending on each one's needs.
7. Over the past several years I have worked very closely with the vocational school in our service area. This includes conducting inservice training sessions for teachers in those institutions. Emphasis is placed on vocational skills and survival English skills rather than academic skills such as those we teach here at the University.
7. Dr. Cole and I have worked with a Consortium of SUS institutions to bring to the state of Florida, specifically to FIU, a grant proposal to establish a Bilingual Research Center through

the Consortium of the SUS. Our particular interests rest in areas of cross-cultural communication, cultural bias in testing, and other aspects of second language teaching and research.

8. I have set up, in conjunction with the Division of Lifelong Learning of the School of Continuing Education, Saturday workshops in which we established a curriculum for improving spoken English. These workshops, rotating throughout the year for 4 sessions per month, are aimed at meeting the verbal communication skills of the Hispanic community as well as those of other minorities.
9. I have assisted in setting up, with the Division of Lifelong Learning of the School of Continuing Education, some conversation classes on the St. Petersburg campus. These classes are aimed at mainly non-academic types who need English for survival skills. I am currently seeking grant money in order to make those classes available on a year round basis for all minorities in the St. Petersburg area.
10. As a member of a sub-committee on the statewide curriculum frameworks of the Florida Advisory Council and Bilingual Education, I have worked with colleagues from FIU on establishing the curricular objectives and the manner of implementation for grades K-12.
11. As Director of the Graduate Program in Applied Linguistics (TESL) I am heavily involved in teacher training here on campus as well as through inservice organizations. The

Graduate Program in TESL is now the largest in the College of Arts and Letters. These numbers attest to the fact that we are meeting the needs of young teachers and inservice teachers who recognize that one cannot just walk into an ESOL class without specific training. We take pride in the fact that our institution is called upon frequently to conduct training sessions for inservice teachers.

12. As Advisor to the Linguistics Club on campus, I participated in organizing an annual Conference on Second Language Acquisition and Second Language Teaching. This is held during June and boasts well-known names as keynote speakers such as Robert Lado, Richard Light (editor of the NABE Journal) Mary Finocchiaro, Robert DiPietro, and Renzo Titone. It is the commitment of our Program to take to the precinct level, that is to local Florida teachers' workshops and presentations which may be available at national conventions but which may be too far away for our local constituency to attend.
13. I have authored numerous articles on teacher training and cross-cultural awareness. I have spoken at many professional conferences on difficulties minority students have in learning English as well as on cross-cultural communication. My primary interest is in better preparing teachers to walk into the classroom and meet the needs of their students. To this end, I have published a textbook (a second is in press) for teacher training dealing with limited English proficient students.

School of Continuing Education/Division of Lifelong Learning:

Classes for:

1. Americans from the business community who need Spanish language
2. Lifelong Learners' Fair
3. Bachelor's of Independent Studies Program which is a self select program, boasts 4% of its enrollment are Hispanic.

USF Medical School

1. Enrollment figures reflect the fact that the largest single minority represented in those programs is from the Hispanic speaking community.

Contribution by Dr. Luz Paredes Lono
Curriculum Coordinator, International Language Institute

1. Taught and developed a conversational Spanish course for Hillsborough County Sheriff's deputies and correction officers. This course is intended to provide officers with a basic command of Spanish to deal with every day job-related activities. It also provides officers with basic cultural information that will facilitate their work and communication with Spanish speakers.
2. Taught and developed a Spanish course for native speakers of Spanish for Tampa Electric Company. This course is designed to train TECO personnel to deal with Spanish speakers who call on the phone and who go to the office to discuss their bills and other problems with the services provided by TECO. Common courtesies and special vocabulary used in providing information to Spanish speakers are emphasized in this course.
3. Translated into Spanish the Winter issue of "Ageing International," a journal on gerontology published by the International Federation on Ageing (in collaboration with Robert Yanez, a faculty member at the ILI).
4. Translated official documents for the Sheriff's Office and for the Corrections Department which allow Spanish speakers to be better informed about their rights, and the rules and regulations of the different institutions in the County. Other translations dealt with information about the Neighborhood Watch program and Crime Prevention which will benefit the Hispanics in the area.

5. Translated documents for Tampa Electric Company. These documents in Spanish provided Spanish speakers with information about services that they would not have known or understood otherwise.
6. Conducted workshops for bilingual and ESL school teachers who deal with Spanish speaking children. These workshops have taken place in Hillsborough, Brevard, Pasco, Highlands, Sarasota and Polk counties.
7. Provided services as a consultant with the BESES Center (Bilingual Education South Eastern Support Center). In this capacity I provided workshops for bilingual and ESL teachers in Florida.
8. Attended and participated in the United States Hispanic Chamber of Commerce Convention held in Tampa in August of 1983. At this convention we provided information to Spanish speakers about the the programs offered by the International Language Institute at the University of South Florida.
9. Worked in the development of the ESOL Curriculum for Hillsborough County Public School System. This curriculum helped both teachers and students in bilingual and ESOL programs.
10. Participated in the Hispanic Advisory Council for the Sheriff of Hillsborough County. As a member of this Advisory Council, it is my responsibility to provide ideas and suggestions to Sheriff Walter Heinrich to improve his services to the Hispanic population in the County.

11. Presented conference papers on the subject of teaching English as a Second and Foreign Language. These were presented at Gulf TESOL conferences in the State of Florida, at Second Language Acquisition and Second Language Teaching Conferences at the University of South Florida, at the Florida Foreign Language Association, at Florida TESOL, Mexico TESOL, and Puerto Rico TESOL.

Dr. Louise Damen

University of South Florida Statewide and National Commission
on Hispanic Affairs

My personal and professional commitment to intercultural awareness and crosscultural understanding is reflected in the content and approach I have employed in the teaching of English as a second/foreign language to foreign students at the International Language Institute, University of South Florida, in the objectives and goals of the various workshops and consultancies I have undertaken in Florida, and in the graduate level course for pre-service and in-service teachers in the Linguistics Program at the University of South Florida.

In each of these pursuits I have placed emphasis upon the need for understanding and knowledge of and about the particular status of Hispanic students as representatives of our most numerous foreign group in Florida. I have attempted to encourage cross-cultural learning, understanding, and reciprocity as a representative of the International Language Institute in the following contexts:

- * Teacher training workshops in Sarasota, Hillsborough, and Pinellas Counties (1981-1984)
- * Consultant, BESES Center, Miami, 1984; Sebring, 1984
- * Consultant, Haitian/Cuban Project, Hillsborough County
- * Graduate course, LIN 6932, Intercultural Aspects of ESL.

My strongest support for the development of a climate for cross-cultural understanding in Florida has been in the course now

offered at the University of South Florida for the Ma TESL Curriculum. Culturally sensitive teachers are the most important link in the chain of understanding. If and when their commitment to true cultural relativity is as strong as mine, then Florida's diverse population will be well-served, Hispanics no less than others.

GOVERNOR'S COMMISSION ON HISPANIC AFFAIRS

Distinguished members of the Commission:

Some time ago, I appeared in front of this Commission to make it aware of different problems facing the Hispanic community of the Tampa Bay area. Among those problems, I included what I perceived to be a lack of involvement and of interest in local Hispanic issues by the University of South Florida. Today I bring to you a different kind of message. There have been positive and hopeful developments at U.S.F., and it is only proper that I bring it to your attention.

Before I get down to specifics, I would like to point to a very important intangible-attitude. Whereas in the past USF's attitude toward Hispanics could be characterized as benign neglect, at present one can perceive easily a desire to enhance, through positive and effective action, the University's image among local Hispanics.

If I had to identify a turning point, I would credit state Senator Betty Castor's role in organizing a luncheon honoring Dr. Juan del Regato, and to which many Hispanic community leaders were cordially invited by Senator Castor, who - as some of you may recall - at the time was USF's Director of Community Relations.

From such a modest beginning, and aided by an across-the-board change in administration personnel - from the immediate level of the Director of the Division of Language all the way up to the Provost of the University, and including the Dean of Arts and Letters and the Vice President for Academic Affairs - individuals have brought a new commitment to community service to the University of South Florida. Today I take this opportunity to list some of those accomplishments.

• The Foreign Forum - A highly visible public relations entity best is described as "USF's window on the international scene," which under the direction of Dr. C.W. Capsas has devoted several programs to issues relating and/or affecting the Hispanic community.

Publications - A partial record of effort in this area has to include its new publication, Tampa Bay History Journal, sponsored by the Department of History, and which under the direction of Dr. Louis Perez, initially and Dr. Robert Ingalls, at present, has devoted considerable space to local Hispanic history.

Other articles are on the local cigar industry's labor movement, weekly columns on Spanish proverbs by C.W. Capsas, and articles on travels through Spain and Portugal by C.W. Capsas and myself.

Programs Abroad - USF's Summer Study and Semester Abroad Programs in Spain, under the general supervision of Dr. Marc T. Orr, have done a great deal in opening Spanish language and culture to the children of both the Hispanic and non-Hispanic parents of the Bay area.

Articulation with the local school systems - Many faculty members, including Dr. Anne Bagley, Dr. C.W. Capsas, Dr. Warren Hampton, Dr. Richard Preto-Rodas and myself, have undertaken ongoing professional service to local school teachers in the areas of curriculum development, methodology, testing, advanced placement, study abroad, teacher inservice activities, and overall planning, both in the areas of Spanish language and culture and bilingual education.

In addition, USF professors take part in many other Hispanic community activities - such as membership in the board of directors of community based organizations - which simply would take too long to enumerate here. These and the aforementioned activities demonstrate a firm commitment to improving the quality of life for Hispanics in this area. Such a commitment on the part of the faculty would not be possible without the equally firm support and encouragement of the administration. I believe that other speakers will give you additional examples of this new attitude toward community involvement at USF.